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ABSTRACT

The document contains the first of a two-volume annotated bibliography on bilingual special education. Seven major sections cover the following categories: issues in bilingual special education (the need for bilingual special education services, the bilingual/special education interface, legal constraints and other guidelines, placement and retention, and bilingualism and other general concerns); example programs in bilingual special education assessment; parent involvement; teacher training; mainstreaming; and dissemination and bibliographies. Entries usually include author, title, source, publication date, and a brief description. (SW)

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BILINGUAL SPECIAL EDUCATION
ANNOTATED BIBLIOGRAPHY
VOLUME 1

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BILINGUAL SPECIAL EDUCATION

ANNOTATED BIBLIOGRAPHY

VOLUME 1

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A. ISSUES IN BILINGUAL SPECIAL EDUCATION

1. The Need for Bilingual Special Education Services
2. The Bilingual/Special Education Interface
3. Legal Constraints and Other Guidleines
4. Placement and Retention
5. Bilingualism and Other General Concerns

A-1. The Need for Bilingual Special Education Services

Baca, Leonard; Bransford, Jim.
"Meeting the Needs of the Bilingual Handicapped Child." Momentum; V12 N2 P26-29, 49-51 May 1981.

Reviews Federal legislation/litigation on Bilingual Education and Special Education in order to assess the parochial school's responsibilities for educating limited-English-speaking handicapped students. Part of a theme issue on disabilities.

Blanchard, June; and others.
"Disabled Hispanics Face the Challenge." Agenda; V9 N5 P20-21,23 Sep-Oct 1979.

Describes the goals, discussion areas, and conclusions of a June 1979 conference on being Hispanic and disabled, which was sponsored in part by Partners of the Americas, a private organization fostering international cultural exchange. A task force was elected to examine and lobby for the needs of disabled Hispanics. (SB).

Bransford, Louis A., Ed.; Baca, Leonard, Ed.; Lane, Karen, Ed.
Cultural Diversity and the Exceptional Child: Proceedings of an Institute and Conference Program (Las Vegas, Nevada, 1973). Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

This collection of papers presented at a conference on exceptional children, responds to growing concerns about the education of culturally and/or linguistically different minority group children. The papers provide indepth treatment of the cultural and linguistic differences that exist among Spanish-speaking, Black, American Indian, and Asian American ethnic groups. Summaries of four discussions held at a preconference institute precede eight conference papers.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Arizona.
Attacking Educational Deficiencies Through Special Projects -- A Report of the ESEA Titled Program FY 1979.

This digest is written to provide quick access to information about the programs carried out under the Elementary and Secondary Education Act in the Navajo area by the Chinle Agency, the Eastern Navajo Agency, the Ft. Defiance Agency, the Shiprock Agency, and the Western Navajo Agency. Most projects emphasize Language Arts (especially Bilingual Services), Reading, Mathematics, or Special Education, while program services include individualized instruction, use of teacher aides, and learning and resource centers.

Chinn, Philip C.
"Exceptional Minority Child: Issues and Some Answers." Exceptional Children, V45 N7 P532-6 Apr 1979.

Although a handicapping condition or giftedness in a child implies exceptionality, those children whose cultural differences demand instructional and curricular changes should be considered exceptional as well. This article identifies the educational needs of minority

children considered exceptional due to cultural differences. The major areas of instructional concern regarding the exceptional minority child are development of positive self-image and motivation. Better understanding of cultural diversity and special education methods will be the means to meeting these childrens needs.

Cortés, Lydia.
A Student's Reaction to Bilingual Special Education. Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977).

Discussed is the need for an interdisciplinary approach to Bilingual Special Education with emphasis on the integration of the fields of Bilingual Education and Special Education. (IM).

Dillard, John M.; Kinnison, Lloyd R.; Peel, Barbara.
"Multicultural Approach to Mainstreaming: A Challenge to Counselors, Teachers, Psychologists, and Administrators." Peabody Journal of Education, V57 N4 P276-290 July 1980.

Mainstreaming is a process by which Special Education and Multicultural Education may be integrated to meet handicapped students personal, cultural, and specialized academic needs. This article presents some of the advantages and disadvantages of implementing the two concepts in the same program. Problems likely to occur in these dual-purpose programs include cultural conflicts, a shortage of teachers and counselors with the necessary qualifications, and excessive paperwork.

Foster, Carl G.; Gable, Emma.
The Indian Child in Special Education: Two Persons' Perceptions. 1980.

The implementation of PL 94-142, Special Education for Native American Children, is addressed in these six essays. PL 94-142 guarantees all Exceptional Children the right to a free education: in addition to the child's program must be tailored to meet the pupil's individualized needs with all instruction appropriate to the child, providing a least restrictive environment for his participation in learning. After the child's primary language is determined, an evaluation is conducted. Once the evaluation is complete, a multidisciplinary meeting, placement of the child, and an individualized education program are undertaken. The parent or guardian may particpate in this meeting and an interpreter may be present to establish open communication.

Gallegos, Robert L.; Garner, Anne Y.; Rodríguez, Roy C.
Exceptional Bilingual Child. 1980.

Policy statements expressed by the Council for Exceptional Children in 1978 had two underlying concerns: (1) that minority children are often improperly assessed and placed in lower ability groups or Special Education programs, and (2) that many handicapped minority children receive Special Education services that do not provide for cultural differences. A number of court decisions have challenged the use of Norm Referenced Intelligence Tests for the placement of minority children in Special Education programs. Equal educational opportunity bilingual handicapped children should include programs tailored to the needs of cultural minorities. Handicapped minority children face conflicts in three areas: (1) inconsistency in environments, (2) frustration in the development of positive self-concepts, and (3) their specific handicapping conditions. In order to facilitate learning in the face of these conflicts, language and culture must be integrated into curricula for handicapped minority children. Eighteen references are appended.

Gaughen, James J.; and others.
Policy Report of the Study on Special Pupil Needs. New York State Education Department, Albany.

A study was conducted to consider alternative approaches and make specific recommendations for funding programs on Pupils with Special Educational Needs (PSEN) in New York state. First, the study reviewed various methods for estimating district need including tests and socioeconomic indicators. Second, the effect of the Board of Regents 1979 mandate for remedial education for all pupils falling below statewide reference points on selected tests was considered. And third, the need for an accurate determination of cost for PSEN programs was examined. Approaches to funding special pupil needs programs studied included: (1) uniform grants; (2) excess cost formulas based on program budgets; and (3) weighting formulas. Also considered were three additional adjustments to these basic forms of allocation: a concentration adjustment, rewarding districts for successful programs, and secondary school pupil weighting. Specific attention was paid to aid for children with limited English proficiency.

Gavillan, Torres, Eva M.
"Interdisciplinary Approach to the Education of Hispanic Handicapped Children." Education Journal Limited, V2 N4 P24-26 Sep-Oct 1980.

There is a major need for Bilingual Special Education services for handicapped Hispanic children with limited English speaking ability. Proper identification and diagnosis of handicapped limited English proficient children present problems due to a lack of trained evaluators and evaluation tools. Many such children are misplaced

because of a lack of appropriate Bilingual programs. Before such programs can be established, Bilingual Special educators must be trained. The Bilingual Bicultural educator must be aware of the child's language and culture and recognize the effects of cultural differences on educational needs. Bilingual special educators should be able to develop nondiscriminatory testing tools, communicate with non-English-speaking parents, and understand what determines diagnosis, placement, and service for limited-English-proficient handicapped children.

Harber, Jean R.
The Bilingual Child With Learning Problems. 1976.

Reviewed is research on the Bilingual child with learning problems. The author notes that a disproportionately large number of non-English speaking children are placed in Special Education classes for the educable mentally retarded, and that this group is underrepresented in classes for the learning disabled. It is suggested that appropriate tools for evaluation of Bilingual children be developed and used, and that specific remedial programs be planned for each child.

Jones, Reginald L., Ed.
Mainstreaming and the Minority Child. Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Addressing the critical problems and needs of minority handicapped children, this volume presents concepts and strategies useful to those who identify, teach, and evaluate minority children in mainstream settings. Attention is given to children experiencing double jeopardy in the form of physical or mental impairments combined with poverty or alienation from the mainstream culture. Papers address (1) Mainstreaming, (2) Assessment, (3) Curricular Issues and Teaching Strategies, (4) Program Evaluation, and (5) Summary and Conclusions.

Juárez, Manuela.
Special Education in the Bilingual Program. Paper presented at the National Conference on Multicultural Curriculum and Materials (Third, San Francisco, February 18-21, 1976).

Issues related to Special Education are carefully analyzed and recommendations are made as to how these issues should be addressed in Bilingual programs. The issues include: Student Assessment and Scope of Special Education. It is concluded that there is a role for Special Education in Bilingual programs, if administrators know and can manipulate the beneficial services of Special Education to the advantage of Bilingual children.

McCormick, David P.
"Occult Bilingualism in Children With School Problems." Journal of School Health, V50 N2 P84-87 Feb 1980.

Bilingualism is often overlooked as a factor which might contribute to language handicaps in learning disabled children. Teachers are

often unaware of a non-English home language; in this sense, the bilingualism may be occult. Even though the children appear to speak English without a noticeable accent, they may have specific language difficulties stemming from the interference of the home language. The purpose of this report is to call attention to a subgroup of Bilingual children among a population of children referred for evaluation of school problems.

National Indian Education Association, Minneapolis, Minnesota.
Report of the 9th Annual Convention of the National Indian Education Association (St. Paul, Minnesota, November 6-10, 1977).

The proceedings focus on delivery of educational services to American Indians today; Educational Policies and Legislation are priority topics. The keynote address centers on the Federal role in Indian Education, dealing specifically with three major administration educational policies - Restored Funding for Educational Programs, Improved Delivery of Educational Services, and Guaranteed Quality of Education. Other paper topics include the Role of a Tribal Education Division, American Indian Postsecondary Education, Past Failures by Teachers and Schools, White Backlash Impacts, Adult Education, The Future, Higher Education Financial Aids, A Model Bilingual Bicultural Teacher Education Program, Parental Involvement, Indian Postsecondary Preparatory Academies, Tribal Sovereignty, and Self-Determination.

Plata, Máximo , Santos, Sheryl L.
"Bilingual Special Education: A Challenge for the 1980's." Catalyst for Change; V9 N3 P18-21 Spr 1980.

The implementation of a Bilingual Special Education alternative is imperative if the "double edged" effects of these students' language barrier and handicapping conditions are to be neutralized.

Williams, Jane Case.
Improving Educational Opportunities for Mexican-American Handicapped Children. Office of Education (DHEW), Washington, D.C. APR 68
ED018326

Data available from eight states with large Mexican-American populations indicate that referral to and enrollment in special education classes occurs at a percentage twice that of the proportion of Mexican-Americans to the general population. Reasons for such enrollment are attributed to (1) medical and environmental conditions, (2) economic disadvantagement, and (3) cultural disadvantagement. Compounding the problem is the fact that many Mexican-American children enter school understanding neither the English language nor the culture of the schools. Current intelligence tests cannot adequately judge the abilities of such children, and consequently, they are placed in the handicapped classes.

A-2. The Bilingual/Special Education Interface

Bergin, Victoria.
Special Education Needs in Bilingual Programs. 1980. National Clearinghouse for Bilingual Education, 1300 Wilson Blvd., Suite B2-11, Arlington, Virginia 22209

Teachers, counselors, and supervisors may use this introductory guide to Bilingual Special Education in working with handicapped language minority children of all ages. In the past, political, legal, and pedagogical conflicts have separated Bilingual and Special Education; recently, however, increased awareness of the needs of these exceptional children has culminated in new research, legislation, and programs.

Carrasquillo, Angela.
New Directions for Special Education Through a Bilingual Bicultural Approach. Apr 77 13p; Paper presented at the Annual International Convention. The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977).

The Bilingual Education program for Special Education student teachers at Fordham University is described, and various cognitive and affective skills which a bilingual special education program must offer to prospective teachers are discussed. Included are explanations of four aspects of the program (cultural sensitivity, reading, oral English, and grouping techniques), identification of areas of competency (measurement and diagnostic, curriculum skills, and professional skill), and lists of specific skills in reading and language arts and second language acquisition. (IM).

Cortés, Lydia.
A Student's Reaction to Bilingual Special Education. Paper presented at the Annual International Convention. The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977).

Discussed is the need for an interdisciplinary approach to Bilingual Special Education with emphasis on the integration of the fields of Bilingual Education and Special Education.

Da Cunha, Pedro.
"Bridging the Gap." Bilingual Journal, V2 N3 P18-20 Spr 1978.

Bilingual Education for non-English-speaking special needs students is discussed. It is suggested that if the Bilingual method is the best approach to teaching students of average learning ability, then it should be the method of choice with students having general and specific learning disabilities. With students who have severe general learning disabilities, the primary need is to develop communication skills, and the probability of achieving communication abilities will be greater if the home language is used. If a clear switching mechanism is used, some English can also be taught. Mastery of oral English is more important than literacy for students who have mild general learning disabilities. Literacy skills should be taught in the childrens native languages concurrent with the use of oral/aural methods to teach English. If no Bilingual teacher is available for

these students, the English as a Second Language program should at least assure that students can speak the language before reading and writing are taught. Mastery of oral English is also the priority task for students with specific learning disabilities. The initial process of encoding and decoding in learning literacy skills will be greatly helped if these students can use the recognition reflexes of their native language. If the English as a Second Language approach is used with these students, they may not achieve literacy at all.

Decano, Pio.
"Asian and Pacific American Exceptional Children: A Conversation." Teacher Education and Special Education, V2 N4 P33-36 Sum 1979.

Remarks on Asian and Pacific American exceptional children are given. The issues discussed include Identify Conflicts, the Plurality of Asian and Pacific Cultures, Identification of Gifted Children, Language Assessment for Limited English Proficiency Students, Special Education Teachers Need for Understanding of Cultural Differences, Culturally Different Behaviors in the Special Education Classroom, and The Attitudes of Parents and the Community Regarding the Objectives of Special Education.

Figueroa, Richard A.
Intersection of Special Education and Bilingual Education. Current Issues in Bilingual Education, Georgetown University Press, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057

Although the intersection of Bilingual Education and Special Education is limited, there are striking similarities between their respective programs. This paper summarizes Federal legislation and court litigation responding to the needs of handicapped and limited-English-speaking children. The Acts Mandate in regard to nonbiased assessment has led to two major developments: (1) adaptive behavior now replaces IQ as a predominant construct in determing the existence of handicapping conditions, and (2) the System of Multicultural Pluralistic Assessment (SOMPA) provides the first successful example of culturally and linguistically relevant testing. Areas needing further attention are defined, as are recommendations for improvements in due process, diagnosis and assessment, personnel competencies, and IEP's. It is concluded that without timely and substantial efforts toward bringing Bilingual and Special Education into greater collaboration, court interventions will continue to define their intersection.

Gallegos, Robert L.; and others.
Bilingual/Bicultural Education--Special Education: An Interface. A paper presented at the Council for Exceptional Children Conference, 1980. ED187081.

The article addresses two basic issues which relate to the education of the Bilingual/Bicultural handicapped child - proper assessment and appropriate classroom placement, and the provision of educational services which adequately meet the linguistic and cultural needs of

the handicapped minority child. Relevant historic litigation and its impact on current Special Education programing is summarized. Finally, Bilingual/Bicultural considerations are explored, examined, and related to the needs of the exceptional bilingual child.

Landurand, Patricia; and others.
Bridging the Gap Between Bilingual and Special Education. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Virginia ED191253.

The report includes three papers on the exceptional bilingual child and summaries of 22 Bilingual/Bicultural Special Education federally funded training programs.

Plata, Máximo, Santos, Sheryl L.
"Bilingual Special Education: A Challenge for the 1980's." Catalyst for Change, V9 N3 P18-21 Spr 1980.

The issues, goals, and complications in developing a program to serve the linguistically different exceptional child are examined. It is maintained that the main focus of Bilingual Special Education should be on teaching non-English-speaking handicapped students at their performance level by communicating with them in their language. Questions regarding appraisal, placement, instruction, and physical management are presented as a means of self-study for administrators of Bilingual Special Education programs. A list of selected resources for Bilingual Special Education is also provided.

Rodríguez, Richard F.; and others.
Issues in Bilingual/Multicultural Special Education. ED205366.

Handicapped children of cultural and linguistic groups different from those of the majority culture are presently unable to attain an appropriate education. Bilingual/multicultural exceptional children are overrepresented in special education classes in comparison to their percentage of the total population, as a result of biased assessment practices. Adequate assessment instruments have not been developed which can fairly assess children of different linguistic or cultural groups. Insufficient numbers of professional personnel are adequately equipped to develop, administer, or interpret assessment instruments or procedures. Programs either do not exist or are indadequate for children who are legitimately identified as requiring special education services. Minority children must deal with discrimination based upon racial or ethnic identity as well as the negative impact of special education labels. Because teacher attitudes and expectations are important to the success of minority children receiving special education services, utilization of minority professionals who are familiar with the field of special education would be advantageous. Most curriculum material is culturally and historically irrelevant to minority children. There is a need for comprehensive, evaluated programs which take into account diverse learning styles and cognitive development of bilingual/multicultural children.

Rodríguez, Roy C.; Cole, Jack T.; Stile, Stephen W.; Gallegos, Robert L. "Bilingualism and Biculturalism for the Special Education Classroom." Teacher Education and Special Education, V2 N4 P69-74 Sum 1979.

A plan of action is outlined to assist special educators in their interactions with Hispanic handicapped children and the parents of these children. Teachers do not usually possess the necessary competencies for working with minority handicapped children. Competencies should be developed in the areas of sociological and historical awareness, parental and community inclusion, communication in Spanish, and Bilingual Bicultural Special Education curricula in art, language arts, and vocabulary.

Watson, Bill; Van Etten, Carlene. "Bilingualism and Special Education." Journal of Learning Disabilities. 77 Jun-Jul V10(6) 331-338.

Discusses the ways in which social policy has resulted in the absurption of ethnic groups into the dominant culture. The paper also (A) describes how education of the Spanish-speaking child has proceeded in such a way as to funnel these children into special education and learning disability programs; (B) recommends some competencies essential for teaching Chicano children; and (C) describes some bilingual/bicultural materials.

A-3. Legal Constraints and Other Guidelines

Austin Independent School District, Texas. Office of Research and Evaluation.
1977-78 Evaluation Findings. Publication Number: 77.59. ED181066.

Summaries are presented of all research and evaluation work conducted by the Austin Independent School District during the 1977-78 school year. Summaries are divided into the following areas: 1978 at a Glance; District Priorities; Basic Skills Achievement; Systemwide Achievement Profiles; Low Socioeconomic Status (SES) Achievement; Professional Personnel Evaluation; Minimum Competency; Local/State Bilingual/ Elementary Secondary Education Act (ESEA) Title I; ESEA Title I Migrant; ESEA Title VII Bilingual; State Compensatory Education; Emergency School Aid Act (ESAA) Basic; ESAA Pilot; Education for Parenthood Pilot; Project Parental Involvement, Academic Achievement, Vocational Programming, and Extra-Curricular Opportunities (PAVE); Ad-Hoc Studies; and Occasional Papers, on such topics as Minimum Competency Requirements, Teacher Competency Testing, Time Use in Schools, Data Processing Systems for Testing Programs, and Communication Skills.

Beuke, Vernon.
The ABT Study of State and Local Compliance and Evaluation Practice: Special Needs Populations. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 14, 1981). ED203123.

A national institute of education-sponsored, Congressionally mandated projects studies impact of the 1976 education amendments on services to special needs populations. It was concluded that states were making considerable progress in serving needs of the handicapped, disadvantaged, and limited English-proficient. Room for improvement was found in some issues regarding patterns of expenditures for handicapped and disadvantaged. In terms of delivering services to handicapped and disadvantaged students in vocational education, there were indications in sample states that local education agencies were becoming more systematic in definition, identification, and assessment of their needs. These problems remained: disregard for needs of limited English-proficient students, lack of involvement of vocational educators in the individualized education program process, and little progress in implementing mainstreaming.

Carriker, William R.; Berdine, William H.
"Multiculture and Special Education Teacher Education Accreditation." Teacher Education and Special Education V2 N4 P65-68 Sum 1979.

The relationship of National Council for Accreditation of Teacher Education (NCATE) standards for multicultural education to existing preservice special education teacher training programs is discussed.

Multicultural education prepares one for the social, political, and economic realities of a culturally diverse society. With this preparation, a person develops competencies to perceive, believe, evaluate, and behave in varied cultural settings. The requirements for meeting multicultural education standards are stringent. Since special education teacher education is becoming a component of all teacher education, training institutions are developing training competencies for preparing special educators to deal with multicultural and ethnic differences among learners.

Cohen, Bernard H.

Evaluating Bilingual Education Programs. 1979. Teaching Resources Corp. 100 Boylston ST., Boston, MA 02116

Covers topics related to evaluation of bilingual education programs. Including purpose and rationale for design, choosing appropriate research designs, formats for stating goals and objectives, process and product evaluation activities, assessment of instructional staff, ways to involve teachers and the community, and tests currently available.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Bilingual Education, Health, and Manpower Programs, 1973. Joint Hearing before the Subcommittee on Education and the Special Subcommittee on Human Resources of the Committee on Labor and Public Welfare, United States Senate, 93rd Congress, First Session on Examination of the Problems of Bilingual Education, Health, and Manpower Programs (Los Angeles, CA, Feb 26, 1973).

The joint hearing before the U.S. Senate's Subcommittee on Education and the Special Subcommittee on Human Resources was particularly concerned with the problems of Bilingual Education. The hearing, held February 1973, in Los Angeles, California, focused on the Southwest in general and on California in particular because of the greater bilingual needs in these areas.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Indian Education--Oversight; Part I: Supplemental Programs. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 1st Session (September 16, 20, and October 7, 1977). ED168780.

Programs to supplement government efforts in Indian education were explored in three days of hearings held in September and October of 1977. The first two days of testimony involved bilingual and bicultural aspects of Indian education. A dominant theme of much of the testimony was the need to expand bilingual education to include cultural preservation, especially the preservation of the Indian dialects and languages. Other needs cited included expansion of research and cultural studies, undergraduate programs for

training Native American bilingual instructors, certification of Native speakers, development of on-site curriculum materials, and additional centers for creating and disseminating bilingual materials.

Education Funding Research Council, Washington, D.C.
1980 Federal Funding Guide for Elementary and Secondary Education. ED184249.

This guide is intended for those interested in applying for Federal assistance for Elementary and Secondary Education programs. It describes 91 programs mandated by Congress, with information on eligibility, restrictions, and awards. This 1980 edition contains material that is all new or updated since the last edition. The programs described include special education, vocational education, bilingual education, nutrition and food service, and Indian education.

Navajo Tribe, Window Rock, AZ.
Navajo Nation Educational Hearings, 1975. ED147063.

Part of an effort by the Navajo Division of Education to formulate a comprehensive educational plan. Included is a synthesis of the needs identified in the testimony; among these are: Better Teaching Staff; More Control to School Boards and the Tribe; More Navajo Teachers; Education Funding Sources, Counseling, and on-Reservation Schools; Permanent Facilities and Funding Sources for Preschool Education; Development of Better Curriculum to Include Bilingual-Bicultural Education and a General Updating of Textbooks and Strengthening of Programs; Establishment of More Vocational Education Programs.

New Jersey State Dept. of Education, Trenton.
In the Matter of the Board of Education of the City of Trenton, Mercer County, Commissioner of Education Decision. ED200670.

This is a review of a case considered by the New Jersey Commissioner of Education regarding charges brought by the Puerto Rican Congress and Council of Puerto Rican Organizations against the Trenton, Mercer County, Board of Education. The Commissioner of Education evaluated the Trenton Board's performance in adhering to State laws in the following areas: (1) Special Education programs for handicapped children; (2) Affirmative Action plans; (3) provision of safe and suitable school facilities (4) Bilingual Education programs; (5) the submission of required reports to the Commissioner; and (6) the efficiency of administrative procedures, the sufficiency of the 1978-79 school budget, and the employment of teaching staff members. The Commissioner's evaluation found that the Trenton Board had failed to meet State legal requirements in each of these areas. Recommendations for corrective action were offered for consideration by the State Board of Education.

Odden, Allan; McGuire, C. Kent.
Financing Educational Services for Special Populations: The State and Federal Roles. Working paper in Education Finance No. 28. Education Commission of the States, Denver, Colorado, Education Finance Center. ED189719.

Introducing this paper is a discussion of the trend during the 1960's and 1970's toward greater State and Federal involvement both in financing and in developing programs for special pupil populations. The authors then summarize, as of the 1980 fiscal year, the State and Federal roles in programs for the handicapped and in bilingual and compensatory education. The information is presented for the purpose of developing policies to streamline the various programs administratively and making concrete suggestions as to the need for program and fiscal changes at both the State and Federal levels.

Pennsylvania State Dept. of Education, Harrisburg.
Guidelines for Educational Programs in the Commonwealth of Pennsylvania for Children Whose Dominant Language is not English. 1972. ED066075.

The guidelines presented in this document aim toward carrying out Pennsylvania's responsibility to educate non-English-speaking children within its borders as efficiently and satisfactorily as possible. Several different kinds of programs, both Bilingual Education and English-as-a-Second Language types, are discussed.

Ramírez, Bruce A.; Hockenberry, Cathe McCall.
Special Education Policies for American Indian and Alaska Native Exceptional Students: A Development and Resource Guide. Council for Exceptional Children, Reston, VA

This guide assists state or public, Bureau of Indian Affairs (BIA), tribal or Indian community controlled and cooperative local educational units (Ed. U's) in developing special education administrative policies and procedures for the education of Indian and Alaska native exceptional students. General descriptions are provided of policy areas for which the Ed. U's should develop and adopt specific policies based upon the nature and extent of its Indian student population as well as other conditions associated with service delivery on and near reservation settings. Accompanying the policy statements and options are policy considerations which present a variety of information to assist the local Ed. U. Four main sections cover the following areas: (1) service delivery, (2) procedural safeguards, (3) administration, and (4) resources. The resources are grouped according to federal/national, state, and material.

Ramírez, Bruce, A., Proj. Dir.; Pages, Myrtha; Hockenberry, Cathe. Special Education Programs for American Indian Exceptional Children and Youth. A Policy Analysis Guide. Council for Exceptional Children. Reston, VA.

This guide assists staff, Bureau of Indian Affairs (BIA), and tribal and Indian community controlled local educational units (ED. US) in analyzing their special education administrative policies. Policy statements are presented that meet the requirements of Public Law 94-142 at a minimum but also reflect the special considerations that should be undertaken when programing for Indian exceptional children. Four sections cover the analysis of policies governing special education programs and services for Indian exceptional students: (1) service delivery, (2) procedural safeguards, (3) administration, and (4) profile of Ed. U policy priorities. Each section is divided into decision areas relating to the appropriate education of Indian exceptional children.

Sugarman, Stephen D.; Widess, Ellen G. "Equal Protection for Non-English-Speaking School Children: Lau v. Nichols." California Law Review; V62 N1 Jan 1974. ED105720.

This is a commentary on Lau v. Nichols, in which the issue is stated as the constitutional right of non-English-speaking children to a meaningful public education. The principal legal argument of the plaintiffs is that the San Francisco school district's "English-only" policy denies them equal protection of the laws by placing non-English-speaking students in an educational environment not designed to educate them. The commentary concentrates on these underlying issues and policy considerations: (1) whether non-English-speaking children need judicial help; (2) what the extent and nature of the harm is; (3) reasons for the English-only policy; and (4) whether the problem is judicially manageable. It is noted that in the event of a victory in Lau, problems may arise in the form of efforts to circumvent the ruling or opposition from ethnic groups interested in ethnic culture preservation.

Task Force on Children out of School, 889 Harrison Ave., Boston, Mass. 02118
Double Jeopardy: The Plight of Minority Students in Special Education. 1978.

The problem of racial and linguistic discrimination in special education in Massachusetts is considered in an examination of whether the State Department of Education has fulfilled its legal responsibility to protect children from such discrimination. The major findings of the investigation were as follows: (1) minority children are enrolled in special education in certain school districts at rates significantly higher than the corresponding enrollment rates of nonminority students, (2) minority students are disproportionately placed in the most restricted inschool prototypes compared to nonminority students, (3) students classified as

non-white Hispanic are disproportionately placed in special education and in restrictive inschool prototypes compared to students classified as white Hispanics, and (4) minority students are underrepresented in special day and residential prototypes.

Texas Education Agency, 210 East 11th Street, Austin, Texas 78701
Laws and Resolutions Affecting Public Education Enacted by the 63rd Texas Legislature, Regular Session - 1973.

This bulletin contains the laws and resolutions enacted by the 63rd legislature that pertain to public education in Texas. It is made available so that superintendents and boards of trustees may study the new statutes and the changes in existing statutes that may affect the operation of their school districts.

Utah State Board of Education, Salt Lake City, Utah
The Annual Report of the Special Purpose Educational Programs Funded by the Utah School Finance Program. ED199887. 1980.

A detailed analysis of Utah's eleven 1979-1980 statewide special purpose educational programs are presented in this report. Each section includes statistical data, program information, evaluation processes, recommendations, and guidelines. The 11 areas covered under this report are Bilingual Education, Career Education, Community Education Programs, Elementary Music, Compensatory Programs, Elementary School Guidance, Experimental Developmental Programs, Extended Year, Extended Day and Summer Programs, Gifted and Talented Programs, Instructional Media Centers, and Responsible Parenthood Programs.

A-4. Placement and Retention

Blatt, Burton.
"Bandwagons Also go to Funerals." Journal of Learning Disabilities; V12 N4 P222-4 Apr 79. EC114855.

The two "unmailed" letters present a controversial perspective to the current popularity of the classification of learning disabilities. In the first letter it is pointed out that the learning disabled population, which is cited to include 40% to 50% of the school population, cannot, by definition, be considered atypical. A second letter supports this point, and also discusses the liability of bilingualism programs.

Condon, Elaine C.; Peters, Janice Yates; Sueiro-Ross, Carmen.
Special Education and the Hispanic Child: Cultural Perspectives. Office of Education (DHEW), Washington, D.C.

Problems encountered by Anglo-American elementary special education teachers in identifying and meeting the needs of exceptional Hispanic children are reviewed. Special educators can be acquainted with the ways in which linguistic and cultural differences affect the testing, diagnosis, evaluation, placement, educational process, and educational outcomes of Hispanic children who are unable to succeed in traditional learning situations. Legislation on special education and mainstreaming and court cases involving the placement of Hispanic children are reviewed. Cultural factors in the rearing of Hispanic children include dependency, personalism, humanism, and relationalism. Cultural factors in verbal and nonverbal communication are discussed. Interference factors originating with the majority culture are identified. Suggestions are offered for teaching Hispanic children who are emotionally disturbed, mentally retarded, socially maladjusted, learning disabled, or communications handicapped. State definitions of exceptional children, notes on field independent and field dependent cognitive styles and teaching, an evaluation and placement chart, due process of law forms, and a listing of tests for Spanish-speaking children are appended.

Gallegos, Robert L.; Garner, Anne Y.; Rodríguez, Roy C.
Exceptional Bilingual Child. 1980.

Policy statements expressed by the Council for Exceptional Children in 1978 had two underlying concerns: (1) that minority children are often improperly assessed and placed in lower ability groups or special education programs, and (2) that many handicapped minority children receive special education services that do not provide for cultural differences. A number of court decisions have challenged the use of norm referenced intelligence tests for the placement of minority children in special education programs. Equal educational opportunity for bilingual handicapped children should include programs tailored to the needs of cultural minorities. Handicapped minority children face conflicts in three areas: (1) inconsistency in environments, (2) frustration in the development of a positive self-concept, and (3) their specific handicapping conditions. In order to facilitate learning in the face of these

conflicts, language and culture must be integrated into curricula for handicapped minority children. Eighteen references are appended.

Goodale, Ronda; Soden, Marcia.
Disproportionate Placement of Black and Hispanic Students in Special Education Programs. Council for Exceptional Children Conference on the Exceptional Bilingual Child (New Orleans, LA, February 1981).

The paper examines practices and procedures that are seen as contributory to disproportionate placement of Black and Hispanic students in special education programs and discusses various components of the Boston Public School's remedial plan. Practices and procedures critical in disproportionate placement are seen to include biased assessment, problems with accountability, racism/racist attitudes, the concept of special education as a dumping ground, inappropriate referrals of minorities to special education as a result of Massachusetts Law Chapter 766 and its relationship to desegregation, and school system/administrative support.

Gonzales, Eloy; Ortiz, Leroy.
"Social Policy and Education Related in Linguistically and Culturally Different Groups." Journal of Learning Disabilities; V10 N6 P332-338 Jun/Jul 1977. EC100683.

The authors discuss the ways in which social policy has resulted in the absorption of ethnic groups into the dominant culture and explain how education of the Spanish-speaking child has proceeded in such a way as to funnel these children into special education and into learning disabilities in particular. Recommended are some competencies (such as being bilingual to the point of being able to communicate effectively) essential for teachers of Chicano youngsters. Some bilingual/bicultural materials are described.

Guerra, Manuel H.; and others.
The Retention of Mexican American Students in Higher Education With Special Reference to Bicultural and Bilingual Problems. California State College, Long Beach. ED031324. 1969.

The problem of retaining Mexican American students in institutions of higher education is reviewed in these five papers.

Harber, Jean R.
The Bilingual Child With Learning Problems. 1976.

Reviewed is research on the bilingual child with learning problems. The author notes that a disproportionately large number of non-English speaking children are placed in special education classes for the educable mentally retarded, and that this group is underrepresented

in classes for the learning disabled. It is suggested that appropriate tools for evaluation of bilingual children be developed and used, and that specific remedial programs be planned for each child.

Hilliard, Asa G.
"Cultural Diversity and Special Education." Exceptional Children, V46 N8 P584-588 May 1980.

Accurate identification of disabled children who require special assistance in order to benefit from education is discussed. Cultural diversity in education carries the suggestion that educational practices should be modified by cultural realities. The mass production of tests and diagnostic devices can be achieved only when they tap deep structures. Special education with diverse cultural groups will have a better chance of succeeding when the following conditions prevail: (1) culturally sensitive diagnostic validity exists, (2) professional practices work significantly better than chance, and (3) a valid link between special education assessment/diagnosis and teaching strategies is present. It is concluded that children from any cultural group have a right to communication in a language they understand and diagnosis based on information relevant to their culture.

Landurand, Patricia, Proj. Dir.
Proceedings: Diagnosis and Intervention in Bilingual Special Education. Searching for New Alternatives. Massachusetts, May 10, 1978. Massachusetts State Dept. of Education, Boston.

Eight papers delivered at a 1978 conference on diagnosis and intervention in Bilingual Special Education are presented. Among the topics examined are the establishment of a comprehensive identification, placement, and transfer policy for bilingual students; the services and products offered by the National Dissemination Center; the development of a screening program for bilingual children; a language proficiency project designed to train bilingual classroom teachers; and tests and evaluation instruments for bilingual use.

McGrath, G.D.; and others.
Investigation of Mental Retardation in Relation to Bilingual and Subcultural Factors. Arizona State University, Tempe, College of Education. ED002810. 1960.

The purpose of this study was to investigate the difference between true mental deficiency and pseudomental deficiency due to language, cultural, and socioeconomic limitations. The factors were studied by the method of repeated tests over a 3-year span in an adapted but relatively constant learning situation. Mental achievement, language tests, and sociological study of the children's environments were used as criteria.

Sabatino, David A.; and others.
"Perceptual, Language, and Academic Achievement of English, Spanish, and Navajo Speaking Children Referred for Special Classes." Journal of School Psychology; V10 N1 P39-46 Mar 1972. EC041641.

The purpose of this study was to determine the perceptual language and academic achievement functions of English, Spanish, and Navajo children experiencing learning problems and referred for placement into special education classes. The school learning problems experienced were the result of their limited linguistic competence in English, the language of instruction in their classrooms.

Sabatino, David A.; and others.
"Special Education and the Culturally Different Child: Implications for Assessment and Intervention." Exceptional Children; V39 N7 P563-7 Apr 73.

Implications regarding assessment and intervention procedures appropriate for culturally different children are drawn from data on the special class placement of minority group children and data on the difficulties of testing children whose native language is not English.

Sandusky, Nancy; Johnson, Susan
An Evaluation of the Special Services Program for Disadvantaged Students in Post-Secondary Institutions. 1976. ED145743. Kirschner Associates, Inc. Albuquerque, NM

The special services program for disadvantaged students is designed to assist certain postsecondary students who require special help to complete their education successfully. Through federal grants to institutions, special service projects have been established to offer supportive services to low income, physically handicapped, and limited-English-speaking students.

Williams, Jane Case
Improving Educational Opportunities for Mexican-American Handicapped Children. Office of Education (DHEW), Washington, D.C. ED018326. 1968.

Data available from three states with large Mexican American populations indicate that referral to and enrollment in special education classes occurs at a percentage twice that of the proportion of Mexican Americans to the general population.

A-5. Bilingualism and Other General Concerns

Andersson, Theodore; Boyer, Mildred.
Bilingual Schooling in the United States. National Educational Laboratory Publishers, Inc. 813 Airport Blvd., Austin, Texas 78702. 1978.

This comprehensive review of bilingual education in the United States presents the history, legislation, rationale, design, and descriptions of programs currently implemented on local, state, and federal levels. Theories and methodologies are detailed, and a separate chapter is devoted to preschool bilingual education.

Aspira, Inc. New York, NY.
Trends in Segregations of Hispanic Students in Major School Districts Having Large Hispanic Enrollment. ED190272.

Analysis of 1968-76 data from the Office of Civil Rights indicated that Hispanics were highly segregated between school systems and between schools within systems. Segregation was more severe at the elementary school level. Indications were that Black desegregation had adversely affected Hispanic desegregation.

Bhaerman, Robert D.
Knowledge Interpretation Project. 1980. Ohio State University, Columbus. National Center for Research in Vocational Education. ED186722.

A project was conducted to interpret existing reviews and syntheses of research in four areas of educational equity--women, minorities, disabled or handicapped learners, and bilingual populations--as they are related to the world of work.

Bruck, M.; Rabinovitch, Ms.; Oates, M.
Effects of French Immersion Programs on Children With Language Disabilities: A Preliminary Report. Jan 1975. ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. ED125242.

This preliminary report describes an ongoing investigation begun in September 1970 of how anglophone children with language learning disabilities fare in French immersion programs. Their progress has been followed from kindergarten to grade 3, with positive preliminary results. The children have learned to read in both English and French, their school achievement is adequate, and they can understand as well as communicate in their second language with some facility.

Chinn, Philip C.
"Exceptional Minority Child: Issues and Some Answers." Exceptional Children, V45 N7 P532-6 Apr 1979.

Although a handicapping condition or giftedness in a child implies exceptionality, those children whose cultural differences demand instructional and curricular changes should be considered exceptional as well. This article identifies the educational needs of minority

children considered exceptional due to cultural differences. The two major areas of instructional concern regarding the exceptional minority child are development of positive self-image and motivation. Better understanding of cultural diversity and special education methods will be the means to meeting these children's needs.

Dillard, John M.; Kinnison, Lloyd R.; Peel, Barbara.
"Multicultural Approach to Mainstreaming: A Challenge to Counselors, Teachers, Psychologists, and Administrators." Peabody Journal of Education, V57 N4 P276-290 Jul 1980.

Mainstreaming is a process by which special education and multicultural education may be integrated to meet handicapped students personal, cultural, and specialized academic needs. This article presents some of the advantages and disadvantages of implementing the two concepts in the same program. Problems likely to occur in these dual-purpose programs include cultural conflicts, a shortage of teachers and counselors with the necessary qualifications, and excessive paperwork. It is expected that, with the cooperation of schools, communities, and colleges or universities, the following sequence of events will result in a successful union of multicultural education and mainstreaming: (1) awareness of the need for multiculturalism, (2) awareness of present skills and strategies among school personnel, and (3) awareness of the need for new and improved multicultural skills and strategies. Methods for achieving these outcomes are provided.

Fisher, John C.
"Bilingualism in Puerto Rico: A History of Frustration." English Record. 21. 4. 19-24. Apr 71. EJ047617.

Federal insistence on the teaching of academic English in the classrooms in Puerto Rican and other Spanish speaking neighborhoods leads to a deterioration of public education due to a lack of properly trained teachers; special teacher education programs are needed.

Finocchiaro, Mary.
Education of Puerto Ricans on the Mainland: Overcoming the Communication Barrier. Paper delivered at Conference on Education of Puerto Rican Children on the Mainland, 1970.

The complexity of the problems concerning the teaching of English to Puerto Ricans in the United States has rarely been fully appreciated. The author discusses some factors involved: (1) learners may be admitted to school at any age and placed in advanced grades with their age peers; (2) some older learners may be functionally illiterate to their own language; (3) learners may or may not have had some previous English instruction; (4) they may enter school at any time during the semester; (5) their schooling may be broken

frequently; (6) many live in Spanish language enclaves; (7) language skills must be developed so that the learners may talk and write about themselves and be able to participate as quickly as possible in the total school program; (8) learners may experience anomie if forced to function in English before they are ready; and (9) efforts to resolve cultural conflicts may dampen the learner's desire to communicate in English.

Gibson, Janice T.
"A Comparison of Soviet and American Approach To Special Education." Phi Delta Kappan; V62 N4 P264-67 Dec 1980. EJ236643.

In the Soviet Union, handicapped students are identified earlier than in this country and then are placed in special schools where they are taught with students with similar disabilities.

González, Gustavo
"Language, Culture, and Exceptional Children." Exceptional Children; V45 N8 P565-70 May 1974. EC062278.

The science of linguistics contributes to the study of cultural diversity and the education of exceptional children. Language is a system of vocal sounds; it is systematic and symbolic; it is in a state of constant change. Integration of appropriate language characteristics into educational assessment instruments could reduce their bias against culturally different children, but cultural bias also exists in the Anglocentric values and ideals of the tests.

Johnson, Laura S.
"Bilingual Bicultural Education: A Two-Way Street." Reading Teacher; V29 N3 P231-239 Dec 75. EC080500.

The population growth of children in the U.S. who speak little or no English has led to the passage of laws requiring school districts to provide special language programs. In recent years, there has been a move toward bilingual-bicultural education programs in which children are taught first in their native language and then are instructed in English as a second language.

Los Angeles Community College District.
Different Similarities. Office of Educational Resources. Victoria Schmoeler, Coordinator. 1968.

Discusses the problems of disadvantaged students and students from non-English speaking backgrounds.

McKenzie, Keith S.
"Language: The Great Barrier." The English Quarterly. V2 N2 P37-42 Jun 1969. ED030879.

The author comments on the lack of sufficient interest in the education of Indians and Eskimos in Canada. Although he feels that the process of acculturation of the Indian into the White society is "ongoing, irreversible, and destined to continue no matter what anyone desires," it is "neither the task nor the prerogative of the dominant society to force its value systems upon the minority groups". The minority groups should be able to function affectively within the context of the larger society without being forced to abandon their own cultural identity.

Ney, James W.
" Predator or Pedagogue? The Teacher of the Bilingual Child." English Record. 21. 4. 12-18. Apr 71. EJ047616.

Advocates the development of bidimensional bilingual schools and classes, an increasing understanding of the non-Anglo-American cultures in the United States, and a recognitions that students with a grasp of "playground English" cannot cope with academic English in the classroom.

Ontario Institute for Studies in Education, Toronto. Bilingual Education Project.
Working Papers on Bilingualism, No. 5. Travaux de Recherches Sur le Bilingualisme, Numero 5.

The three papers in this volume address various aspects of bilingualism. Includes (1) the results of a sociolinguistic survey of the French-speaking minority of a predominantly bilingual area, (2) immersion education in North America, and (3) the effects of French immersion programs on children with language disabilities.

Pages, Myrtha.
Bilingual-Bicultural Special Education in the Navajo Reservation -- Myth or Reality. Papers presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - 30, 1978). ED158511.

The Bilingual Bicultural Act of 1968, which mandates teaching in the native language of children with limited ability in English, is not obeyed in the Navajo reservation where the schools' teaching to normal and special education students is in English. This violates the rights of peoples with a foreign language and culture to be educated basically in their own language. For the mentally retarded, physically handicapped, and emotionally disturbed Navajos this represents a double jeopardy, as they cannot independently surmount the deprivation imposed upon them.

Pena, Albar A.
"Special Feature on Bilingual Education--An Overview." Today's Education; 64; 1; 71-3, Jan/Feb 75. EJ131675.

The history and future of bilingual/bicultural education are examined.

Rodríguez, Armando.
Bilingual Education. Paper presented at National Conference on Education. Opportunities for the Mexican-American, Austin, Texas, April 25-26, 1968. ED023492.

Bilingual education is the process of instructing the child in his native language in some or all the curricular areas while he is learning English in the public school. This process prevents academic retardation due to a lack of proficiency in the English language.

Santiago, Ramón L.; Feinberg, Rosa Castro.
"The Status of Education for Hispanics." Educational Leadership; V38 N4 P292-94, 296-97 Jan 1981. EJ240443.

Identifies areas of progress and unresolved problems in achieving educational equity for Hispanic students. The information summarized is based on two regional conferences on the topic. Statistical data are from the National Center for Educational Statistics.

Shemoer, Karen Joseph.
"Bilingual Ed: How Un-American Can You Get." Learning; V5 N2 P32-41 Oct 1976.

Issues involved in bilingual education are discussed, and examples are given of bilingual programs for Spanish speaking children in California, Navajo students in Arizona, and French speaking children in Quebec.

Smith, Jeanette C.
"When Is a Disadvantage a Handicap?" Journal of American Indian Education; V19 N2 P13-18 Jan 1980. EJ218323.

Describes the impact of American Indian students of Federal legislation regarding equal education for the handicapped. Discusses problems of handicap detection in Indian students. Describes the disastrous effect of bilingual education programs on Indian children, especially regarding their reading achievement.

Southwest Council of Foreign Language Teachers.
Our Bilinguals--Social and Psychological Barriers, Linguistic and Pedagogical Barriers 2nd Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Nov 13, 1965. Reports. ED019899.

A series of reports submitted for the 1965 conference define the various sociocultural, psyhcological, linguistic, and pedagogical barriers to academic achievement among Spanish-speaking children in the Southwest and recommending improvements to break down these barriers.

Spiridakis, John N.
Special Education for the Greek Bilingual Child: Greece, Cyprus and the United States. Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child (New Orlean, LA, Feb 1981, Session F-3). ED204878.

Greek speaking children with special education needs are confronted with severely limited resources both in the United States and abroad. In New York City, Boston, Athens, and Cyprus, there is a paucity of educational personnel trained to work with this population.

Tornabell, Campmajo.
"Puede Crear Problemas el Bilinguismo? (Can Bilingualism Create Problems?)" Yelmo; N40 and 41 P37-38 Apr-Sep 1979. EJ211196.

Discounts the theory that bilingualism causes pathological disorders as well as stuttering. Emphasizes that bilingualism does not create medical problems.

Valencia, Atilano A.
Cognitive Development in Bilingual-Bicultural Education: A Multi-Dimensional Model. ED131170. ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210

The need to associate bilingual bicultural learning environments with the development of multidimensional cognitive processes is one of the issues discussed in this paper. Bilingual education is envisioned in terms of affecting a dramatic and progressive trend in the cognitive growth of children. The bilingual educator must be a facilitating agent in cognitive development.

Williams, Evelyn; Adams, Jane.
"Learning By the Discovery and Verbal Reception Methods in Bilingual and Unilingual Children." Journal of Educational Research; V69 N4 P142-145 Dec 75.

The study compared the effectiveness of the discovery and verbal reception methods as a function of instructional language in the concept learning of 40 bilingual and 20 unilingual children (mean age 6 years). The retention and transfer performance of unilingual and bilingual ss taught in their primary language was best when the verbal reception method was used. When taught in the their secondary language, however, the retention of bilingual ss was better following the discovery method.

B. EXAMPLE PROGRAMS IN BILINGUAL SPECIAL EDUCATION

Overlap Study: Number of Students Served by Single and Multiple Compensatory Programs, 1978-1979.
Austin Independent School District, Tex. Office of Research and Evaluation.

Data presented in this document provide a comparison of the students served by major compensatory education programs and illustrate the degree to which these programs provide services to the same students.

Attacking Educational Deficiencies Through Special Projects -- A Report of the ESEA Titled Programs FY 1979.
Bureau of Indian Affairs (Dept. of Interior), Phoenix, Arizona.

This digest provides information about titled programs carried out under the elementary and secondary education act in the Navajo area. Most projects emphasize language arts (especially bilingual services), reading, mathematics, or special education, while program services include individualized instruction, use of teacher aides, and learning and resource centers.

Cervenka, Edward J.
Project Build: "Bilingual Understanding Incorporates Learning Disabilities"--An ESEA Title VII Basic Bilingual Education Program. Final Evaluation Report, 1978-1979.
Community School District 4, New York, N.Y.

This is a one year evaluation of Project Build, a program combining Bilingual and Special Education and providing services to 100 children from Grades 1-6 in East Harlem, New York. A program for the Bilingual learning disabled.

Correia, Luis De Miranda.
Escala de Comportamentos Para Criancas (Behavior Measures for Children).
National Portuguese Materials Development Center, Providence, Rhode Island. June, 1980.

This manual, designed for educators working with Portuguese-speaking students in a bilingual setting, provides an inventory of diagnostic instruments to help teachers serve school children between the ages of 5 to 10 years who may have special needs and to increase the potential for these children to succeed academically without having to participate in special education programs.

Detroit Public Schools' Three-Year Bilingual Education Plan, 1979-1982.
Detroit Public Schools, Mich. Dept. of Bilingual Education.

This report details plans for future action by the Detroit Public Schools for Bilingual Education. It begins with an historical overview of national and local Bilingual Education in the last several years. Sections include: 1. state of goals, 2. identification, assessment and placement, 3. program model options, and 4. Bilingual/Multicultural Education financing.

Evans, Joyce.
Model Preschool Programs for Handicapped Bilingual Children.
Southwest Educational Development Lab. Austin, Texas. 1980.

Problems facing bilingual preschoolers with handicaps are addressed and 18 model programs are identified through brief summaries. Programs represent home based as well as center based approaches, English as a Second Language models, and both mainstreamed and special class settings. Among conclusions cited are that community support is important, parents must be involved, and language is a sensitive issue.

Educational Programs That Work. A Resource of Exemplary Educational Programs Approved by the Joint Dissemination Review Panel, Department of Education.
Far West Lab. for Educational Research and Development, San Francisco, California. 1980.

This document, the Annual National Diffusion Network (NDN) Catalog of Exemplary Educational Programs, contains current descriptions of all the programs described in previous editions together with descriptions of 14 new programs approved for national dissemination since publication of the sixth edition in 1979. The term "Exemplary" is conferred only after a project has been reviewed by the Department of Education's Joint Dissemination Review panel.

Hennessey, James J.
Bilingual-Bicultural Program at C.S. 77, 1975-76.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. 1976.

This report presented the final evaluation of a bilingual-bicultural program in a community school in the Bronx, Grades one through six. The project was designed to increase the spoken English language comprehension of elementary school age children who were found to be below the 20th percentile on the Language Assessment Battery. Ten educational assistants worked closely with 168 target youngsters in activities that ranged from individualized instruction, to small group work, to testing, diagnosing, and prescribing interventions. The primary goal of these activities was to bring each participant to a higher level of competence in using and understanding English.

John, Vera P. and Horner, Vivian M.
Models of Early Bilingual Education.
In Puerto Rican Community and Children on the Mainland, Scarecrow Press, Inc., New Jersey, 1971.

While the passage of Title VII of the Elementary and Secondary Education Act has contributed to the moral and financial support of Bilingual Education, educators face the major decision of choosing a suitable model of bilingual instruction. This paper describes basic models developed within a framework of sociolinguistics and demography.

Johnson, Esther.
Report on Bilingual Pilot Schools in New York City; A Study of A Court-ordered Program for Pupils with English Language Difficulty.
Community Service Society of New York, N.Y. 1975.

This report, prepared for the Committee on Education of the Community Service Society of New York, describes a court-ordered program for pupils with English language difficulty. A total of forty elementary, junior high and high schools were identified and designated as pilot schools. These schools were to provide a complete bilingual program for all students who had been identified as needing the program within each school. The pilot schools were also to show school personnel throughout each borough the ways of developing, implementing, and operating the programs. Most of the bilingual educators interviewed were reluctant to make an estimate of how long it would take the program enrollees to develop sufficient English language skills to continue their education in an all-English class. Most of them favored a maintenance program (maintaining the first language while learning English) throughout the child's school career, rather than a transitional program (transition to an all-English class when English language proficiency permits).

Knief, Lotus M.
Disadvantaged Bilingual Junior High School Students: Efforts to Ameliorate Language Problems.
Urban Education, 10, 2, 150-158. July 1975.

The stated purpose of the research discussed here was to evaluate a program developed jointly by two teachers of bilingual and economically and otherwise disadvantaged students to deal with language deficiencies in seventh and eighth grade students: the methods incorporated language training in both English and Spanish, and perceptual training.

Lesser, Saal D.
Improving Bilingual Instruction and Services in Special Schools.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

This evaluation report is a description of a program designed to provide individualized intensive remedial reading services in both English and Spanish, home and community articulation, and bilingual guidance services to Spanish surnamed pupils. Children from psychiatric hospitals and residential treatment centers who were classified as socially

maladjusted and emotionally disturbed were included in the program. Additionally, pupils from schools for the deaf, language and hearing impaired, and occupational training centers for mentally retarded adolescents were included. Because of the special nature of the students population served by this program, supportive guidance services were an integral part of the instructional program.

Muller, Mary C.
Itinerant Bilingual Services Program for Title I Eligible CRMD Children; January-June 1975.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

The primary objective of this Elementary Secondary Education Act Title I Program for Mentally Retarded Children was to improve the ability of the 450 participants to communicate effectively in either English and Spanish or in both languages. The second objective was to improve the reading and mathematics scores of these bilingual mentally retarded students. Though test data are inadequate to indicate that objectives were met, it would appear that this program served such an important need that its services should be incorporated into the overall future planning for the mentally retarded.

Suggested Procedures for Implementing Special Education Services for Exceptional pupils in the State of Alaska. Procedures Manual: Volumes I, II, III.
Oregon University, Eugene, Northwest Regional Resource Center.

The three volumes outline Alaska's procedures for implementing individualized educational programs (IEPS) and for providing nonbiased assessment of exceptional students. Among topics addressed are assessment procedures, a matrix of tests that have been used in a Bilingual/Bicultural setting, and IEP development/placement.

Park, Jeanne S.
Winners, All! 41 Outstanding Education Projects That Help.
U.S. Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 1978.

Describes local education projects that have been funded by Title I of the Elementary and Secondary Education Act and validated by HEW's Education Division as worthy of duplication by other school districts. Includes subjects such as reading, language arts, math and bilingual education.

Sanua, Victor D.
Bilingual Program for Physically Handicapped Children; School Year, 1974-1975.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

The purpose of the bilingual program for physically handicapped children was to provide a learning environment in which handicapped children who do not speak English or who speak with difficulty would be able to function in their native language. Emphasis was placed on the children improving their native language along with learning English as a Second Language. Emphasis was placed also on improving the student's self-understanding and self image through demonstrating the worth and value of the use of his native language, and by providing instruction in Hispanic history and culture.

Wexler, Henrietta Comp.
1981 Guide to Department of Education Programs.
American Education: V16, N8, p17-48, Oct. 1980.

The guide gives information necessary to begin the process of applying for federal funds administered by the Department of Education (ED). For each ED program, lists program title, authorizing legislation, eligible applicants, and contact information.

Focus on Educational Success. Abstracts of Exemplary Programs. Revised.
Wisconsin State Dept. of Public Instruction, Madison.

This publication is a review of various projects and programs which have been effective in meeting the local needs of school districts throughout Wisconsin. The description of each project includes data on the target audience, assurances and claims, implementation requirements, and services available. Included are: 1. alternative schools; 2. bilingual and migrant education; 3. career or vocational education; 4. early childhood, parent readiness, parent involvement; 5. environmental education; 6. organizational arrangements; 7. reading, language arts, math; 8. special education; 9. special interests: health, human behavior, physical education, multiple talent development; and 10. special interests: arts, communication skills, technology.

C. BILINGUAL SPECIAL EDUCATION ASSESSMENT

(Partially Annotated)

Ambert, Alba N. and others.
Manual for Identification of Limited English Proficiency Students with Special Needs. Report #11875, ED202221. Massachusetts State Dept. of Education, Boston. Bureau of Special Education, 1980. (BBB09888)

This manual, intended to assist teachers in identifying students with limited English proficiency who may have special needs, concentrates on four areas: language, observation, testing and learning problems. It is divided into 8 sections: 1. observation techniques and methods; 2. modification in regular classroom for specific learning problems and styles; 3. learning problems in behavioral terms; 4. reading assessment and techniques; 5. child's language patterns; 6. general testing procedures; 7. Chapter 766, a Massachusetts law on children with special needs; 8. the teacher in an advocate role.

Archuleta, Katherine and Hermes Cervantes.
Misplaced Child: Does Linguistically Different Mean Learning Disabled Paper presented at the Annual International Bilingual Bicultural Education Conference (8th, Seattle, WA, May 4-9, 1979).

The assessment and subsequent placement of linguistically, culturally and ethnically different students into classes for the learning disabled has come under considerable criticism. The concern stems from the inappropriate placement procedures used in assigning bilingual bicultural children to special education classrooms.

Assessment Instruments in Bilingual Education: A Descriptive Catalog of 342 Oral and Written Tests.
National Dissemination and Assessment Center, California State University, 5151 State University Dr., LA, CA, 90032. 1979.

Contains 342 descriptive listings of test instruments for use in bilingual program evaluation and in assessing individual bilingual students from kindergarten to adults. Tests are arranged into 6 major sections: language proficiency, language dominance, affective, achievement, aptitude and psychomotor. Covers such languages as: Spanish, Portuguese, Greek, Hebrew, Japanese, Chinese (Mandarin and Cantonese), Vietnamese, French and Italian.

Bailey, Donald B., Jr. and Gloria L. Harbin.
"Nondiscriminatory Evaluation." Exceptional Children, V46, N8, May 1980, pp. 590-596.

Review of non-discriminatory evaluation and current attempts to reduce test bias. The most common strategy to end bias has been to minimize cultural and verbal components of testing. Recent efforts have been to replace intelligence tests with adaptive behavior scales which assess an individual's coping ability. These scales have been classified into three categories: developmental, psychosocial, and social systems. It is concluded that elimination of bias in decision-making will not be achieved through the development of new test instruments alone.

Bay Area Bilingual Education League. 1033 Heinz St., Berkeley, CA 94710.
Spanish Test of Oral Proficiency.

Test individually evaluates children's abilities to understand and use Spanish. Covers comprehension of oral commands, visual-oral comprehension, oral comprehension of common verbs and ability to respond to questions.

Brengelman, Frederick H.
Linguistic Capacity Index. (1964)
Department of Linguistics, Fresno State College, Fresno, CA 93710.

Designed to assess English language readiness or student achievement in learning English as a foreign language for grade 1-3. Contains 3 sections: vocabulary recognition, contrastive phonology and contrastive grammar. Test takes about 35 minutes, for use with groups of not more than 10. Yields raw score.

Bryen, Diane N.
"Speech-Sound Discrimination Ability on Linguistically Unbiased Tests."
Exceptional Children, V42 N4, January 1976, pp. 195-201. (EC080568)

Speech sound discrimination was assessed using a bilingual perspective with 32 black, 32 white, and 32 Puerto Rican first and second graders, from a low socio-economic background. Standard English, Black English and Spanish speech sound discrimination tests were administered to all students. Results indicated that each group did best on the test that most closely approximated the phonological structure of its language. There were no significant differences in ability when all language forms were considered. Results had implications on testing practices which have thought to lead to placing a disproportionate number of Black and Spanish-speaking children in special classes.

Cohen, Bernard H.
Evaluating Bilingual Education Programs
Teaching Resources Corp., 100 Boylston St., Boston, MA 02116. (1979)

Covers topics related to evaluation of bilingual education programs, including purpose and rationale for design, choosing appropriate research designs, formats for stating goals and objectives, process and product evaluation activities, assessment of instructional staff, ways to involve teachers and the community, and tests available.

"Congenital Verbal Deficiency in Navajo Children: More on Testing."
Reading Teacher, November 1978, pp. 132-134.

Diagnosis and placement of Navajo children in special education has been based upon erroneous assumptions about Navajo society. The leaders of a special team contracted by the Bureau of Indian Affairs to classify Navajo students needing special education because of mental retardation, incorrectly viewed the Navajo child as unable to compete, poor self-image, etc. An alternative, taking into account Navajo values, is proposed by Vogt (1961).

Correia, Luis de Miranda.
Escala de Comportamentos para Criancas. Modelo de Registo. (Behavior Measures for Children. Individual Test Record.) June 1980.
National Portuguese Materials Development Center, Providence, RI.

This test record form, written in Portuguese, is designed for use by educators of Portuguese-speaking students (aged 5-10) with possible special needs. The test form is part of a diagnostic inventory that can be used to provide teachers with a quick profile of a child's behavior in school. By using the inventory, the teacher will receive input on how to better serve children with special needs without having to place them in special education programs. A manual is also available, covering linguistic, auditory, visual, visual-motor, motor mathematical, emotional and psychological behavior.

De Avila, Edward and Sharon E. Duncan.
Language Assessment Scales. McGraw-Hill Book Co., New York, NY.

A bilingual English-Spanish assessment tool designed to measure oral proficiency in both English and Spanish to help establish readiness for bilingual education. Contains four sub-systems which are designed to measure ability to discriminate auditory sounds, understand words, create meaningful sentences and use language to reach specific goals.

Diagnosis and Intervention in Bilingual Special Education: Searching for New Alternatives. Proceedings of statewide conference of the Bilingual Special Education planning project, May 10, 1978.
Massachusetts State Dept. of Education, Boston. Bureau of Special Education. 1978. (ERIC-ED202245)

Edited versions of the principal speakers' presentations are presented: "Cultural Diversity: Implications for Educational Change," "Criteria for Identification, Placement, and Transfer of Transitional Bilingual Students," "How to Utilize the Resources Available at the National Assessment and Dissemination Center at Lesley College," "A Model for Kindergarten and First Grade Screening of Non-English Speaking and Bilingual Children," "A Parent-Child Model of Early Intervention," "Process for Training Teachers in the Assessment of Language Proficiency of Bilingual Children," "Socio-linguistic Dimensions of Bilingual Assessment," "Special Education for the Hispanic Child: A Ten Point Action Plan," "Vocational Education for the Bilingual Student with Special Needs."

Education: Special for the Mexican American.
Council for Exceptional Children, 1920 Association Dr., Reston, VA 29901 1978.

Focuses on Bilingual Education and assessment of bilingual children.

Evans, Joyce.
Survey of Tests Administered to Preschool Children in Texas. Southwest Educational Development Laboratory, Austin, TX. 1975. (ERIC-ED122945)

Presents results of a Texas survey to determine which developmental diagnostic and screening tests are used in the state to identify Mexican-American preschool children with learning disabilities. The largest number of sites used the Peabody Picture Vocabulary Test, Stanford-Binet, and IPAT Culture-Fair Intelligence Test. Few schools used observation techniques for diagnostic purposes. Brief descriptions of 20 tests are provided in a Test Reference List.

Garza, Sylvia Gil.
Language Assessment Identifying LESA's. (ERIC-ED 144415) 1976.

A review of the Del Rio Language Screening Test (DRLST), designed for use with 3-7 yr. olds who may require special education programs and not bilingual programs. In conclusion, it is not recommended that school districts use this measure to identify students for placement in bilingual bicultural programs, rather, it should be used in conjunction with bilingual special education programs.

Gibson, Guadalupe.
"An Approach to Identification and Prevention of Developmental Difficulties among Mexican-American Children." American Journal of Orthopsychiatry, V48, N1, pp. 96-113. Jan. 1978.

The paper reviews the relevant literature and discusses the nature of Chicano concerns in regard to implementation of legislation mandating developmental assessment of poor children. Insensitivity of health services and mental health services to Chicano needs is pointed out, and effects of education on Chicano children are examined. An approach to providing screening and remedial services responsive to the needs of Mexican-Americans is outlined.

Head Start Test Collection Reports: Tests for Spanish Speaking Children. ETS, Box 999, Princeton, NJ 08540.

An annotated bibliography which provides information about tests for Spanish speaking children from infancy to nine years.

Helmer, Susan Patricia Budde.
The Relationship Between Language Assessment Scales Scores and Relative Language Proficiency of Spanish-Speaking Bilingual Learning Disabled School Children in Illinois. (ERIC-EC 120926) UMI, PO Box 1346, Ann Arbor, MI 48106. Cat. No. 7908039

Results of a study of 40 bilingual LD and 40 monolingual children indicate that langauge assessment using a global assessment approach is the most helpful in evaluating the bilingual learning disabled child's language.

Herbert, Charles H.

Basic Inventory of Natural Language (BINL).
Checkpoint Systems (CHEKPT) 1520 N. Waterman, San Bernardino, CA 92404. Distrib.: Bilingual Educational Services, PO Box 669, South Pasadena, CA 91030.

A test designed to measure the language dominance, proficiency and growth of students in language arts or reading programs in a first or second language. Intended to allow teachers in bilingual classrooms to individualize reading instruction in both first and second languages. Comes in both elementary and secondary forms.

Herman, David H.

The Identification of Bilingual Handicapped Students.
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, PA. 1979.

The author reviews research on the use of standardized tests to identify bilingual handicapped children. Issues supporting and criticizing standardized measurement are considered, and the author concludes that no test approaching a reasonable level of fairness across cultural groups exists. Research on the psycholinguistic aspects of identification is analyzed, and the author states that mildly to moderately handicapped bilingual students should be evaluated on the basis of language development and on bilingual functioning or language dominance. The importance of a multidisciplinary approach to evaluation is stressed, and legal considerations addressed.

Hickey, Tom.

"Bilingualism and the Measurement of Intelligence and Verbal Learning Ability."
Exceptional Children. Vol. 39, N. 1, pp 24-8. Sept. 1972.

This study analyzed some of the problems of measuring intelligence and verbal learning ability among Mexican-American preschoolers. These children encountered greater difficulty in correctly identifying verbal noun concepts on the Peabody Picture Vocabulary Test. Structual and idiomatic differences between English and Spanish were thought to be the source of the problem. The study emphasized the dangers of reliance upon methods of evaluation and prediction which are not analogous to the context of the particular learning handicap.

Hilliard, Asa G.

"Cultural Diversity and Special Education."
Exceptional Children. Vol 46, N. 8, pp 584-588. May 1980.

Discusses accurate identification of disabled children who require special assistance to benefit from education. Mass production of tests and diagnostic devices can be achieved only when they tap deep structures. Special Education with diverse cultural groups will have a better chance of succeeding when these conditions prevail: 1) culturally sensitive diagnostic validity exists, 2) professional practices work significantly better than chance, 3) valid link between special education assessment/diagnosis and teaching strategies is present. It is concluded that children have a right to communicate in a language which they understand and diagnosis based on their culture.

Interdisciplinary Approach in the Identification of Mentally Retarded Indian Children. Addendum. 1966.
Bureau of Indian Affairs, Washington, DC. Division of Education.

A pilot project in which 47 mentally handicapped Navajo children were enrolled in special classes is described. Particular emphasis is given to descriptions of the use and results of psychological tests used in the project. A discussion of teaching English as a Second Language is included in an attached appendix.

Killian, L.R.
"WISC, Illinois Test of Psycholinguistic Abilities and Bender Visual-Motor Gestalt Test Performance of Spanish-American Kindergarten and First-Grade School Children."
Journal of Consulting and Clinical Psychology; Vol. 37, N. 1, pp 38-43, Aug. 1971.

84 children (Anglo-, Spanish-American monolinguals and Spanish-American bilinguals) were matched for school achievement and administered the Wechsler Intelligence Test for Children, Illinois Test of Psycholinguistic Abilities, and Bender Visual-Motor Gestalt Test in order to determine the specific cognitive deficits which might account for poor school performance of Spanish-American school children.

Maslow, Albert P. and David Futransky.
Effects on Test Scores of Presenting Verbal Test Questions in an English-Spanish format to a predominantly Spanish-American Group; San Antonio, Texas, May 1968.
Civil Service Commission, Washington, DC. Bureau of Policies and Standards. (BBB04391).

There is a continuing pressure on the US Civil Service Commission to provide greater job opportunities for Spanish-surnamed persons. The Commission has been encouraged to present recruiting literature, sample test material, and examination announcements in Spanish. This study investigates the effects of presenting verbal test material in an English-Spanish format to 307 postal clerk-carrier applicants in San Antonio. Conclusions drawn were 1) that providing bilingual test materials for such groups is of little help and 2) that, where the educational level is low and the commitment to Spanish is high, there is some improvement over an initially poor score.

Matluck, Joseph H. and Betty Mace.
Language Characteristics of Mexican American Children: Implications for Assessment.
Journal of School Psychology. 11, 4, 365-386. 1973.

The authors point out the magnitude of the most critical of the Mexican-American child's problems, the loss of lexical and grammatical signals through underdeveloped perception of English phonology, and demonstrate how this faulty perception vitally affects not only his lexical and grammatical failings but also his ability to learn. They suggest assessment considerations which might more accurately evaluate his actual language abilities.

Mecham, Merlin J.
Exploration of a Method for Differentiating Biological versus Environmental Influences upon the Disordered Language of A Child. University of Utah, Salt Lake City, UT. 1972.

The language inability of ten brain-injured mentally retarded children and ten mentally normal bilingual children (Spanish and English) was evaluated to determine the relative effects of biological and environmental artifacts on use of basic language structure, rules (universal aspects) and more complex transformational rules (culturally specific aspects). Conclusions drawn were that universal and culturally specific aspects of language are equally vulnerable to biological artifacts, but culturally specific aspects are more vulnerable to the effects of environmental artifacts.

Miller, Niklas.
"The Bilingual Child in the Speech Therapy Clinic." 1978. British Journal of Disorders of Communication (London). 13, (1), 17-30.

The linguistic assessment of the supposedly language delayed bilingual child is examined. A more detailed analysis of the bilingual child's sociolinguistic background and the nature of bilingualism is suggested.

Morrow, Henry W.
"Nondiscriminatory Assessment: Implications for Teacher Education" Teacher Education and Special Education Vol. 2, N. 4, pp 59-64. 1979.

Office of Civil Rights determines the existence of discriminatory evaluation procedures by using an appraisal process that yields the number of minority group children placed in special education classes. This focuses on assessment for the purpose of determining the existence of a handicap, and whether appraisal tests are technically sophisticated enough to account for sociocultural factors. The need for a teacher to be trained to assess students and relate curriculum to their individual needs is heightened.

Mowder, Barbara A.
"Strategy for the Assessment of Bilingual Handicapped Children." Psychology in the Schools. Vol. 17, N. 1, pp 7-11, Jan. 1980.

Educators must assess children with possible handicaps and plan an individual education program for each child with a special need. Past trends have placed bilingual, culturally different children into special education classrooms disproportionately. Measurement experts and educators should recognize that no one test is sufficient for assessing bilingual children. Past directions are discussed and recommendations are made for such assessment.

Nondiscriminatory Testing. A Selective Bibliography.
Council for Exceptional Children, Reston, VA. Information Services and Publications. 1920 Association Dr., Reston, VA 22091

The annotated bibliography on testing contains some 79 abstracts and associated indexing information for documents or journal articles publidhed form 1962 to 1975 and selected from the computer files of CEC's Information Services and ERIC.

Oakland, Thomas, Ed. and Bernal, Laosa, Matuszek, Mercer, Ysseldyke, and Tucker.
Psychological and Educational Assessment of Minority Children.
Brunnermazel, Inc. 19 Union Square West, NY, NY 10003.

Five papers in this volume focus on the misclassification of children into exceptional categories due to inappropriate assessment. Eight appendixes include: 1) ethical standards for psychologists, 2) standards for educational and psychological tests, 3) a memo from the Office of Civil Rights regarding discrimination on the basis of national origin, 4) a memo from OCR to state and local education agencies on eliminating discrimination in assigning students to special education classes for the mentally retarded, 5) selections from a guide to compliance in vocational-educational schools, 6) remedies available for eliminating unlawful practices under LAU, 7) an overview of the rules and regulations on confidentiality, and 8) an annotated bibliography of 27 language dominance measures.

Pérez, Fred McCall.
"Performance of Bilingual Children on the Spanish Version of the ITPA.
Exceptional Children. 46 (7): 536-541, 1980.
A Spanish version of the ITPA and its English translation were administered alternatively to kindergarten and second grade Hispanic children from bilingual classes in the San Francisco Bay area. Results throw some doubt on the court decisions that require bilingual Hispanic children to be tested in the language that is predominant in the home.

Shutt, Darold L. and T. Hannon.
The Psychological Evaluation of Bilingual Pupils Utilizing the Hiskey-Nebraska Test of Learning Aptitudes. A Validation Study.
ERIC-ED109215. 1 April 1973.

Results of the study point out important differences between correlations obtained for Mexican Americans and Navajo on test scores and ratings by teachers, parents and subjects. The IQ levels on the HNTLA correlated with WISC IQ's significantly better for the Navajo sample than the Mexican American. Since the samples did not contain suitable numbers for eaither group, neither instrument furnishes appropriate norms for these minority groups.

Shutt, Darold L. and T. Hannon
"The Validity of the HNTLA for Evaluation of the Abilities of Bilingual Children."
Educational and Psychological Measurement. 34(2):429-432, 1974.

The validity of the Hiskey Nebraska Test of Learning Aptitude (HNTLA) for placement of bilingual children in appripriate special classes was investigated and assessed. It is concluded that the HNTLA is a valid instrument for use in the placement of Navajo and Mexican-American pupils in special education classes.

Soeffing, Marylane Y.
"New Assessment Techniques for Mentally Retarded and Culturally Different Children: A Conversation with Jane R. Mercer"
Education and Training of the Mentally Retarded V10, N2, pp 110-116. April 1975.

Sociologist Jane Mercer focuses on the development of new assessment techniques for mentally retarded and culturally different children, inlcuding epidemiology of mental retardation and labeling practices. She explains the inadequacy of standardized intelligence test norms and describes new instruments and statistical techniques she is developing to measure more accurately the learning potentials of Black and Mexican American students.

Suggested Procedures for Implementing Special Education Services for Exceptional Pupils in the State of Alaska. Procedures Manual, Vols. I, II, III.
Oregon Univ./Eugene. Northwest Regional Resource Center. 1978.

The three volumes outline Alaska's procedures for impelmenting individualized education programs (IEPS)and for providing non-biased assessment of exceptional students. Topics include assessment procedures, a matrix of tests used in bilingual/ bicultural settings, technical considerations, definitions of terms, and a resources section.

Thorum, Arden R.
Language Assessment Instruments: Infancy through Adulthood.
Charles C. Thomas, 301-327 E. Lawrence Ave., Springfield, IL 62717. 1981.

Summarizes information on 200 currently available language assessment instruments for use with handicapped or non-handicapped individuals from infancy through adulthood.

The Time for Action: Positions and Recommendations of the Task Force on Crosscultural Assessment.
Bureau of Education for the Handicapped (DHEW/OE) Washington, DC

Examines recommendations for nondiscriminatory assessment of children form linguistic minorities. An initial suggestion is made for a moratorium on the use of standardized intelligence tests.

Wyszewianski-Langdon, Henriette.

Determining a Language Disorder in a Bilingual Spanish-English Population.

University Microfilms International, PO Box 1346, Ann Arbor MI 48106. 1977.

In order to determine the nature of language disorders in a bilingual population, two groups of children (ages 6-8) of Puerto Rican descent matched for socioeconomic status, intellectual ability, number of years in the US and number of years in school were given a series of language tasks. Findings showed that the language disordered group has disabilities in English as well as in their native language.

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Cruz, Sylvia et al. "A study of the Language Factor in Administering the MRT to Spanish-Speaking Students," Integrated Education, 1975, 13:34-44.

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D. PARENT INVOLVEMENT

Annual Education Checkup Card.
National Committee For Citizens in Education, Suite 410, WildeLake Village Green, Columbia, MD.

(Guidelines to help parents review a child's progress in school. Fits in pocket or purse. Includes an inventory of home and school files kept of school children. Questions to ask teachers and guidance counselors, steps for appealing school decisions.)

De Groot, Jane, Ed.
Education For All People: A Grassroots Primer.
Institute for Responsive Education, Boston, Mass. July, 1979.

This handbook provides information for citizens interested in participating in the decisionmaking process of the public educational system in the United States. Nine major topics are explored: The Economic and Administrative Aspects of Public Schools; Food, Health, and Safety in the Schools; How to Evaluate Schools; How to Help Children in the Home; and How to Obtain Funds. A tool kit contains a list of hotlines for families and children in crisis; samples of letters to principals, school boards and other officials; checklists for evaluating schools; and practical suggestions for dealing with school officials.

Dunlap, Douglas A.; Ondelacy, Jack; Sells, Evelyn.
Videotape Involves Parents.
Journal of American Indian Education, V19, N1, P1-6. October, 1979.

Communication problems must be overcome if parents of handicapped children in reservation communities are to be made aware of the services that are available to these children in the public schools. The special education staff of the Rough Rock Demonstration School developed videotaped demonstrations of typical special education services. These videoptapes were presented and explained to parents by a Bilingual (Navajo and English) community parent with experience as a resource room aide. Information was provided in the home since personal contact was found to be the only effective means of communication, due to the predominant use of the Navajo language and the lack of electrical and television services. Priority was given to visiting families known to have a handicapped child.

Education Bilingual.
Parents Magazine, Inc., (Parent), 52 Vanderbilt Ave., New York, NY. 1978.

A Spanish-language filmstrip. Depicts two kinds of Bilingual Education programs: transitional and permanent. Stresses the need for Hispanic parents to work together with educators. Stresses promoting the child's pride in his or her cultural heritage.

Guidelines for Parent Participation. Questions and Answers About Parent Rights in Chicago Public Schools.
American Friends Service Committee, Chicago, Ill. Chicago Public Education Project. 1978.

This pamphlet answers questions parents might have on various topics connected with the education of their children The parent's right to visit schools and talk to teachers is discussed. Parents' right of access to student records is explained. The question of placement in special education classes is examined as is the right of the parent to challenge this decision.

Know Your Rights - Use Them! Usted tiene nuevos derechos - úselos.
Closer Look, Box 1492, Washington, D.C.

This document has been reviewed and approved by the Office of Civil Rights, Department of Health, Education, and Welfare. It conforms with HEW's Section 504 regulations. Directed to parents. Discusses parent rights in regard to education.

Kohn, Jacqueline.
Don't Ignore Your ESL Child. Team Up A Volunteer and These Techniques to Practice Conversational English.
Instructor; V8, N3, P102, 104. November, 1974.

Reported is a program in which community volunteers tutor non-English speaking students in basic English. The volunteers are said to employ such techniques as object boxes, magazine pictures, and audio-visual aids to teach the vocabulary and language skills needed for classroom functioning.

Lo que los padres deben saber sobre los servicios para niños lisiados del estado de California.
State of California, Department of Health, Bureau of Crippled Children Services, 714 P Street, Sacramento, CA.

Este folleto ofrece información a los padres, trabajadores de salud, maestros y otras personas que deseen saber sobre el programa médico de California para los niños fisicamente impedidos. Also available in English.

Marion, Robert.
Minority Parent Involvement in the IEP Process: A Systematic Model.
Focus on Exceptional Children, V10, N8, P1-15. January, 1979.

This article discusses methods for involving parents of exceptional minority children in the educational planning process. Most studies concur that more rather than less parent involvement in the schools is desired. A parent participation model is formulated which takes into consideration the requirements of the Education For all Handicapped Childrens Act of 1975 (Public Law 94-142) for children. Step-by-step guidelines are provided for the model, which ultimately allows identification of specific minority parent concerns and enables them to be dealt with through the existing framework of schools.

In Spanish: La red de los padres.
National Committee For Citizens in Education, Suite 410 - Wilde Lake Village Green, Columbia, MD.

A national parents publication with eight issues during the school year. Keeps parents up to date on local and national happenings in education. Lets them exchange information and voice views with parents in other places.

Odell, Evelyn.
Report on Annual Conference for Parents of Navajo Handicapped Children (First).
Navajo Tribe, Window Rock, Arizona. Division of Education. 1978.

As part of a 1976 program established by the Navajo Division of Education to strengthen Navajo Education, this conference focused on parent roles in providing services to exceptional Navajo Children. Over a hundred parents met in order to: 1. identify issues of concern to parents of handicapped children; 2. learn about special education programs of the Navajo Reservations; 3. increase their knowledge of legislation pertaining to special education; 4. learn about Public Law 94-142, which was passed to provide education for all handicapped children; and 5. facilitate agency coordination of services for the handicapped.

Organícese.
Closer Look, Box 1492, Washington, D.C.

Nunca es tarde para comenzar a llevar records "Una libreta puede ayudarle a organizar sus ideas, a mantener todo en un mismo lugar y servir para recordarle lo que se ha hecho con su hijo(a)". A parents "organizer" to assist in record-keeping regarding their children. Also available in English.

Parents: Do You Know The Early Warning Signs of Children With Special Needs?
In Spanish: Atención padres: ¿saben ustedes cuáles son las primeras señales de aviso que vienen de los niños que requieren atención especial?
National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL. 1979.

Information about early identification of exceptionalities in children.

Parents Organizing to Improve Schools. Spanish: Los padres se organizan para mejorar las escuelas.
National Committee For Citizens in Education, Suite 410 - Wilde Lake Village Green, Columbia, MD. 1976.

A step by step guide to organizing and running parent groups in schools that can act effectively to upgrade the quality of education and get parents into the education scene in a lasting way.

Parent Rights Card.
National Committee For Citizens in Education, Suite 410 - Wilde Lake Village Green, Columbia, MD.

Wallet-sized card lists 21 rights parents have in the education of their children under federal or state laws, regulations, and court decisions. Also available in Spanish.

Special Education Checkup Card.
National Committee For Citizens in Education, Suite 410 - Wilde Lake Village Green, Columbia, MD.

Checklist for parents of handicapped children shows whether local schools and school districts are following federal laws. Tells what steps to take if they are not. Covered are the IEP, school records, due process and least restrictive environment requirements. Also available in Spanish.

Topacio, Cayan.
Special Community Needs in Bilingual Education.
Bilingual Journal, V3, N4, P17-19. Summer, 1979.

The rapid growth of Asian American communities in the United States since the easing of restrictions on Asian immigration has created a need for bilingual bicultural education. This article identifies special community needs associated with the establishment of bilingual bicultural programs, explains the cultural barriers which prevent these needs from being met, and suggests bilingual bicultural education as the one means for alleviating these problems. Parent, citizen, and school district staff participation in the educational decisionmaking process is recommended as a way of bridging the gap between a childs home environment and school experience. In the Asian bilingual community, a lack of experience, skills, and communicative abilities limits involvement in educational programs. Asian cultural traditions and differences in the educational systems of Asian countries also discourage wide community participation. Remedial services and resources are available to those who can communicate their needs. However, Asian Americans suffer from social and cultural isolation, economic deprivation, and linguistic barriers, all of which prevent them from articulating their needs.

E. TEACHER TRAINING

Bondarin, Arley.
"Assimilation Thru Cultural Understanding", Hoboken, New Jersey. A Report. 1969.

This Elementary and Secondary Education Act Title III Project aimed at assimilating foreign born and Puerto-Rican children in the Hoboken, New Jersey Public School System. Described: Two-week staff visits to Puerto-Rican schools, teacher exchanges between Hoboken and Puerto Rican school systems, inservice course for teaching students with English handicaps, development of suitable instructional materials, Human Resource Center, daily orientation programs, experimental bilingual classes, and a bilingual student aide program.

Carrasquillo, Angela.
New Directions for Special Education Through a Bilingual Bicultural Approach.
Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977). 1977.

The Bilingual Education Program for Special Education Student Teachers at Fordham University is described, and various cognitive and affective skills which a bilingual special education program must offer to prospective teachers are discussed.

Decano, Pio.
Asian and Pacific American Exceptional Children: A Conversation.
Teacher Education and Special Education, V2, N4, P33-36, Summer, 1979.

Remarks on Asian and Pacific American exceptional children. The issues discussed include identity conflicts, the plurality of Asian and Pacific cultures, identification of gifted children, language assessment for limited English proficiency students, special education teachers need for understanding of cultural differences, culturally different behaviors in the special education classroom, and the attitudes of parents and the community regarding the objectives of special education.

Gavillan-Torres, Eva M.
An Interdisciplinary Approach to the Education of Hispanic Handicapped Children.
Education Unlimited; V2, N4, p24-26, Sept.-Oct., 1980.

Issues involved in training bilingual bicultural special educators are examined and the importance of an interdisciplinary approach is emphasized.

Gonzales, Eloy.

Preparation for Teaching the Multicultural Exceptional Child: Trends and Concerns.

Teacher Education and Special Education, V2, N4, P12-18, Summer, 1979.

The U. S. Educational system emphasized conformity with the majority culture until the Civil Rights Movement of the 1960s brought about recognition of cultural diversity in the schools and the needs of linguistically different children. Special Education served as a catch-all for minority children until biased diagnostic practices were recognized as such. Special educators have been unequipped to deal with culturally diverse children overrepresented in their classes. More recently, resources have been developed to foster awareness of multicultural issues among special educators. Several universities have initiated teacher training programs to prepare special educators for work with multicultural exceptional children. Language, familiarity with the culture, university training programs, community training activities, parent involvement, materials, research, and a coordinating center are important concerns identified as critical to meeting the needs of multicultural exceptional children.

Regular Education Inservice: Generic Special Teacher Training Program: Elementary, Secondary, Bilingual.

Sister Loretta Hegarty; Regis College; Weston, MA, 1981.

The present project proposes to extend the Regis College-Boston Public Schools Collaborative Training Model for Generic Special Teachers developed over the past three years to retrain additional elementary teachers and adapt the model to train generic special teachers at the secondary level and for bilingual education. Ideally, the Generic Special Teacher's time is devoted entirely to indirect services to children through (1) on going consultation, support, and inservice training for teachers, and (2) diagnostic-prescriptive activities necessary for development of individual educational plans and monitoring of their implementation. Since this role is still evolving in Massachusetts, some Generic Special Teachers may provide limited direct services to children. In addition to retraining teachers, the project plans to offer a series of workshops for school administrators and other personnel, as well as parents, to involve them in the retraining process.

Lapointe, Rick.

Special Education Research and Preparation for Native Americans/ University of South Dakota.

Instructional Dynamics, Inc., 666 North Lake Shore Drive, No. 924, Chicago, Illinois. May, 1979.

In the Summer of 1978, the Division of Personnel Preparation of the Bureau of Education for the Handicapped sponsored three regional meetings so that directors of the funded projects could exchange information. The 30 project descriptions presented at these meetings focus on special education and related aspects of staff development

and personnel preparation. This report describes the bilingual bicultural preservice and inservice training and research project conducted by the curriculum/ personnel resource center for Indian Education of the University of South Dakota School of Education. Trainees in the program are Native Americans who are being prepared to assume a variety of roles in the provision of services to handicapped Native American children.

Landurand, Patricia; and Others.
Bridging The Gap Between Bilingual and Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA. 1980.

The report includes three papers on the exceptional bilingual child and summaries of 22 Bilingual/Bicultural Special Education federally funded training programs. The first paper "Bilingual Special Education Report" by P. Landurand describes Massachusetts' Bilingual Special Education Project (BISEP). N. Dew and R. Perlman ("The Illinois Resource Center: A Model Program for the Provision of Support Services") describe the activities of a state resource center. In "Mainstreaming Inservice Project for Children of Limited English Speaking Ability," A. Schuhmann and M. Napoliello review a program at Kean College, New Jersey, for Special Education, Bilingual Education, and teacher of English as a Second Language.

New, James W.
Predator or Pedagogue? The Teacher of the Bilingual Child.
English Record; 21; 4; 12-18. April, 1971.

Advocates the development of bidimensional bilingual schools and classes, an increasing understanding of the non-Anglo-American cultures in the United States, and a recognition that students with a grasp of "playground English" cannot cope with academic English in the classroom.

Park, T.Z.; Lerman, Alan; Weffer, Rafaela; Landurand, Patricia; Wilson-Portunondo, Maria Luisa.
Issues in Bilingual/Bicultural Special Education Personnel Preparation: Workshop Report.
Association for Cross-cultural Education and Social Studies, Inc., Washington, D.C. May, 1980.

The materials in this report were part of a workshop on Personnel Training for Bilingual Special Education sponsored by the Bureau of Education for the Handicapped (BEH). The topics were: 1. Considerations in Second Language Learning, 2. Improving Services to Hispanic Hearing Impaired Students, 3. Bilinguality and its Implications in Language Assessment, 4. Interdivisional Coordination in Bilingual Special Education, and 5. Parent-School Communication. Also presented were Competencies for Bilingual Bicultural Special Education Trainees, Issues and Recommendations for Networking Approaches, and Descriptions of Bilingual Bicultural Special Education Personnel Preparation Projects.

Plata, Máximo.
Preparing Teachers For The Mexican-American Handicapped: The Challenge and The Change.
Teacher Education and Special Education, V2, N4, P21-27. Summer, 1979.

Issues important to the preparation of teachers for work with handicapped Mexican American Students are discussed. A training program for teachers of handicapped Mexican Americans should be multidisciplinary, focusing on students linguistic, cultural, psychological, and learning characteristics. Teacher attitudes, cooperative efforts between universities and classroom teachers, and legislative decisions all have an influence on the development of a successful teacher training program.

Pynn, María Elena, Proj. Dir.
Bilingual Special Education Task Oriented Workshop Materials.
Access, Inc., 4340 East West Highway, Suite 906, Bethesda, Maryland. February, 1980.

Materials were collected from a workshop on bilingual special education held in February 1980 and intended to help practicing teachers better meet the needs of linguistically and culturally different handicapped children. The underlying philosophy of the workshop was that training programs for bilingual special educators should focus on the language, cognition, development, and motivation factors influencing students ability to cope in a bilingual bicultural environment.

Pynn, María Elena and Others.
Issues in Bilingual/Bicultural Special Education Personnel Preparation: Workshop Report.
Association for Cross Cultural Education and Social Studies, Inc., Washington, D.C. 1980.

The report documents a task oriented workshop on the training of personnel in Bilingual Bicultural Special Education.

Ramírez, Bruce A.; Tippeconnic, John W. III.
Preparing Teacher of American Indian Handicapped Children.
Teacher Education and Special Education, V2, N4, P27-33. Summer, 1979.

There is a major shortage of special education teachers for federal Indian schools, and many of the available teachers have no training in American Indian culture and education. The federal government has assumed complete responsibility for Indian rights to education and has articulated policies regarding Indian preference in hiring for federal Indian services and training for Indian educators, and Indian self-determination in education programs and services. Specialized training personnel and leaders must be developed to fill the lack of Indian special educators, ideally through universities.

Rodríguez, Roy; and Others.
Bilingualism and Biculturalism for the Special Education Classroom.
Teacher Education and Special Education, V2, N4, P69-74. Summer, 1979.

Three bilingual bicultural competencies that can be easily metered by monolingual English-speaking special educators are presented: Ideological, sociological, and historical awareness; parental and community inclusion; and bilingual bicultural curriculum for a special education classroom.

Rueda, Robert; Prieto, Alfonso G.
Cultural Pluralism: Implications for Teacher Education.
Teacher Education and Special Education, V2, N4, P4-11. Summer, 1979.

The implications of cultural pluralism for special education are discussed. Cultural pluralism implies appreciation and respect for other cultures, attitudes which are fostered through multicultural education. A review of the literature shows that cultural and linguistic differences have been correlated with differences in personality development, cognitive style, and learning characteristics. Conclusions regarding cross-cultural differences among exceptional populations must often be generalized from those regarding nonexceptional populations. Teachers must be trained not only in overt aspects of cultural differences, but also in culturally associated characteristics directly related to educational attainment. The content of teacher training programs should be broadened to reflect the growing empirical knowledge of cultural differences. In addition, multicultural content should be an integral part of teacher training programs rather than a specialty.

Seymann, Marilyn R.
The Bilingual Teacher Aide: Competencies and Training.
Dissemination and Assessment Center for Bilingual Education, Education Service Center, Region XII, 7703 North Lamar Blvd., Austin, TX. 1979.

A study was conducted to identify the competencies needed by bilingual teacher aides in an elementary school program. Based on study results, it was concluded that bilingual teacher aides are unprepared to perform in the areas for which they are employed. The results were used as a basis for planning a curriculum specific to immediate needs of the bilingual teacher aide.

Texas A & I University Child Development Associate Training Materials: Book B. Competency, B: Advancing Physical and Intellectural Competence in Young Children.
Texas A And I University, Kingsville. 1978.

This volume, the third in a series of seven, contains the eight learning modules which focus on the second child development associate (CDA) competency, advancing physical and intellectual competence in young children, in the performance-based curriculum of the Texas A & I Bilingual Bicultural Child Dvelopment Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in south Texas.

Waggoner, Dorothy.
State Certification Requirements for Teachers for Bilingual Education Programs, June 1976.
National Center for Education Statistics (DHEW), Washington, D.C. 1977.

As of June 1976, 11 states had adopted special requirements for teachers in Bilingual Education programs. This publication contains these requirements. The information was obtained as a small part of a survey of state education agencies undertaken in October 1975. The bilingual teacher certification requirements are given by state, for the 11 involved: Arizona, California, Delaware, Illinois, Indiana, Massachusetts, Michigan, New Jersey, New Mexico, Rhode Island, and Texas. The Bilingual Bicultural Education standards adopted by the national association of state directors of teacher education and certification are appended.

Workshop Report: Issues in Bilingual/Bicultural Special Education Personnel Preparation.
Association for Cross Cultural Education and Social Studies, Inc., 401 M. Street, Suite 1006, Washington, D.C. May, 1980.

Based on the proceedings of a 2-day bilingual bicultural special education workshop, this monograph was prepared to serve as a resource book for agencies and organizations interested in the existing projects and resources available in this educational area.

F. MAINSTREAMING

Teach: Teacher Education and Children with Handicaps. Vol. 1, No. 3, May/June 1979.
American Association of Colleges for Teacher Education, Washington, D.C. 1979.

Progress reports are given on the preparation of teachers for teaching handicapped children in the regular classroom. Discussions are presented on specific program developments in Massachusetts, competencies needed by regular classroom teachers for successful mainstreaming, the implications of Public Law 94-142.

Ashcroft, S.C.; Zambone-Ashley, A.M.
Mainstreaming Children With Visual Impairments.
Journal of Research and Development in Education; V13, N4, P22-36. Summer, 1980.

Children who are blind are among the most easily mainstreamed of children with handicaps. The child with visual impairments is in need of an educational program which will meet all the students' needs, including those resulting from the visual condition.

Baum, R. Bruce; Frazita, Richard F.
Educating the Exceptional Child in The Regular Classroom.
Journal of Teacher Education, V30, N6, P20-21. Nov.-Dec., 1979.

An account of a special teacher workshop to deal with the practical realities of mainstreaming is given. (LH).

Boardman, Sharon G., Ed.
Inservice Programs for Helping Regular Classroom Teachers Implement Public Law 94-142.
ERIC Clearinghouse on Teacher Education, Washington, D.C. (BBB01061). 1980.

Presented is a collection of essays reporting on a number of different inservice programs designed to prepare teachers to deal with the requirements of Public Law 94-142, which requires equal education for handicapped students via a mainstreaming approach. Included in each article are names and addresses of contact persons for further information.

Brown, Ronald T.
A Closer Examination of The Education for All Handicapped Children Act: A Guide for the 1980's.
Psychology in The Schools; V17, N1, P355-60. 1980.

Discusses identification and evaluation guidelines under the Education for All Handicapped Children Act. To satisfy federal mandates con-

cerning the placement of handicapped children, public school systems are required to utilize a least restrictive environment, whereby complete segregation of handicapped from non-handicapped children is prohibited.

Byford, Evelyn M.
Mainstreaming: The Effect on Regular Teacher Training Programs.
Journal of Teacher Education; V30, N6, P23-24. Nov.-Dec., 1979.

Although teacher training institutions have made some adjustments in their programing to include special education courses for the non-specialist, widespread changes are not in evidence.

Calhoun, George, Jr.
New Trends in Special Education.
Adolescence; 13; 49; 55-8. Spring, 1978.

Focuses on unnecessary labeling practices, poor cognitive and affective performance of children assigned to special classrooms, and the mainstreaming of misplaced pupils from special to regular classrooms. The controversy generated by these problems resulted in three new terms: mislabeling, mainstreaming, and accountability. These terms are discussed briefly.

Cameron, Malcolm.
Segregated Thinking.
Times Educational Supplement (London); 3275; 16-7. April 7, 1978.

The author, head of a special school in England, who has just spent a year looking at the American system of handling handicapped students in the classroom, concludes that the present one in Britain is wrong for teachers, parents and children.

Carpenter, William.
Why Mainstreaming Will Succeed While Some Other Special Education Will Fail.
Education; V99, N4, P368-69. Summer, 1979.

Delineating problems associated with mainstreaming, this article suggests solutions to the obstacles of: special education classroom environment; parent reluctance; bureaucratic inertia; lack of overall objectives; and failure to use self-motivating techniques with handicapped children.

Classification Materials.
Center for Law and Education. Harvard University, Cambridge, MA. March, 1972.

This packet contains complaints, memoranda, exhibits, orders, regulations, and stipulations in court cases dealing with expulsion or suspension of students from school or assignment of students to selected tracks. The report presents material from cases in which students were excluded from school or classes based on retardation, race,

"medical reasons," pregnancy, citizenship, or other reasons. The report also contains material relating to classification practices based on race or national origin.

Special Education TV Reading Program. Final Report.
District of Columbia Public Schools, Washington, D.C., Dept. of Research and Evaluation. (BBB06436). 1979.

The District of Columbia Public Schools' Special Education Television Reading Program was a one-year program designed to improve reading skills andachievement through the use of intrinsically motivating materials and activities and to serve as a vehicle for students to move from special environments to the mainstream of regular education.

Duffy, Natalie Willman.
Independent Study in Physical Education for Exceptional Students. Mainstreaming in College Physical Education.
Journal of Physical Education and Recreation; V50, N9, P24. Nov.-Dec., 1979.

An independent study program at Fairleigh Dickinson University facilitates physical education activity for special and handicapped students.

Dye, Joan and Frankfurt, Nancy.
Suggestions for Expanding Teaching Ideas to Prepare for Mainstreaming Disabled ESL Learners.
Education Unlimited; V3, N1, P33-37. Jan.-Feb., 1981.

English as a Second Language (ESL) teachers can help disabled learners through observation and awareness efforts (such as sharing their knowledge of cross cultural differences with special education resource staff), sensory activities (evolving a multisensory approach), and translating one sensory experience in terms of another. The ESL teacher should encourage breakdown of stereotypes and acceptance of individual differences.

Enell, Nancy C.
Special Education Evaluation Report: 1978-79.
San Juan Unified School District, Carmichael, California.

Over 4,700 students classified as communicatively, physically, academically, or severely handicapped were served in San Juan, under California's Master Plan for Special Education. The majority were referred for poor achievement in reading, mathematics, spelling, or oral language. The major features of this federally mandated special education program were: student identification; provision of services; mainstreaming; student performance; satisfaction of teachers, parents and administrators; professional development; and program management.

A Selected Annotated Bibliography on PL 94-142: Practical Programs for The Classroom. Bibliographies on Educational Topics No. 13.
ERIC Clearinghouse on Teacher Education, Washington, D.C. 1980.

Literature concerned with the implementation of programs designed to mainstream handicapped children into regular classroom activities, as mandated by Public Law 94-142, is presented in the form of an annotated bibliography.

Forness, Steven R.
Clinical Criteria for Mainstreaming Mildly Handicapped Children.
Psychology in the Schools; V16, N4, P508-13. 1979.

Although integrating handicapped children into regular classrooms has become well established educational practice, clinical decisions to mainstream a given child should be based on systematic consideration of several factors. These criteria are discussed.

Garrett, John Patrick.
Mainstreaming for Every Child.
Clearing House; 51; 6; 294-6. Feb., 1978.

Discusses the advantages of mainstreaming--combining as many handicapped children into the regular classroom as is possible--and the tragedy of separating those who are marginally handicapped into special education classrooms.

Gross, Jerry C.
Making Mainstreaming Work.
Curriculum Review; V17, N4, P254-57. Oct., 1978.

In this interview, Dr. Gross expresses concerns of administrators, teachers, parents, and children regarding placement of special children in regular classrooms. He suggests that the individual teacher's attitude is crucial in setting up an environment in which constructive interaction between normal and special children can take place.

Gruenhagen, Kathleen A.
Career Education for The Exceptional Student, South Carolina Career Education-Special Education Resource Manual. 1979.

This guide book is intended for special education teachers who need suggestions for implementing career education ideas into existing curricula and regular education teachers of the mainstreamed handicapped who need suggestions for adapting their regular career education offerings for their handicapped students. The first three sections of the guide book provide notes to the teacher of the mainstreamed handicapped, define career education, and describe the career education approach in South Carolina.

Harvey, Jasper; Siantz, James.
Public Education and The Handicapped.
Journal of Research and Development in Education; V12, N4, P1-9. Summer, 1979.

The authors trace the development of federal laws leading to the passage of PL 94-142, the Education for All Handicapped Children Act.

They place it in perspective and then illustrate how planning and funding of programs have evolved to provide the professional personnel to implement it.

Hayes, Marnell L.
Giving Handicapped Students the Least Restrictive Alternative.
Educational Horizons, V59, N3, P119-23. Spring, 1981.

The decision to mainstream a child into the least restrictive environment opens up a variety of possibilities. The author surveys the mainstreaming options available in public shcools, ranging from regular class placement to custodial care. (Part of atheme issue on mainstreaming.)

Hedberg, Sally.
Finding The Right Environment for Handicapped Students.
Thrust for Educational Leadership, V9, N4, P4-5. Nov., 1979.

A few tips for helping students who are designated as disabled integrate into the regular school setting socially as well as academically are offered to administrators and teachers.

Hellewell, Donna H.
Master Plan--The House That Necessity Built.
Thrust for Educational Leadership, V9, N2, P12-14. Nov, 1979.

Describes are four days of in-service education for those involved with developing and implementing the California Master Plan for Special Education, followed by 14 tips for successful planning for Master Plan implementation.

Herrick, Steve; DeMitchell, Todd A.
Team Process Identification: Notes From an Administrator's Log.
Thrust for Educational Leadership, V9, N2, P15-16. Nov., 1979.

As a result of recent federal and state regulations, all children being considered for special education services must be identified through a team process. This article outlines the administrator's role in the eligibility and planning team process that is utilized in the Fallbrook Union School District, San Diego County.

Higgins, Scottie.
Legal and Programmatic Aspects of the Least Restrictive Environment.
Journal of Research and Development in Education, V13, N4, P1-6.
Summer, 1980.

This article highlights selected mandates contained in two federal provisions assuring the educational rights of handicapped children. Public Law 94-142 and section 504 of the Rehabilitation Act of 1973 are analyzed to identify mandated requirements relative to the least restrictive environment.

Hofeldt, Ellen J.; Hofeldt, Larry L.
Mathematics for Special Education Teacher Trainees.
Arithmetic Teacher; 25; 4; 56-7. Jan., 1978.

The background needed in mathematics and other academic areas for the special education trainee to aid in employment and successful teaching is discussed.

Johnson, James E.; and Others.
Fair Hearings Have Big Impact on Local Agencies.
Thrust for Educational Leadership, V9, N2, P17, 24. Nov., 1979.

Presented are the results of a survey conducted to determine the impact of state and federal fair hearing mandates on California school districts and county offices of education. The laws governing the selection of fair hearing panels, and the selection process itself, are also included.

Jones, Reginald L., Ed.
Mainstreaming and the Minority Child.
Leadership Training Institute for Special Education, Minneapolis, Minn.

Provided are 16 author-contributed papers dealing with theoretical questions and practical concerns relating to the effect of mainstreaming on the minority child. The text is divided into five parts: overview and perspectives, educational assessment for mainstream placement, curriculum issues and teaching strategies, evaluation and research, and case study and summary propositions. Included are entries with the following titles and authors: "Mainstreaming and the Minority Child--An Overview of Issues and a Perspective" (R. Jones and F. Wilderson); "Legal Forces and Pressures" (A. Abeson); "Parents and the Mainstream" (K. Morton and K. Hull); "Desegregation and Mainstreaming--A Case of Deja Vu" (C. Oden); "Problems and Issues in Assessment of Minority Group Children" (R. Samuda); "Assessing Black Children for Mainstream Placement" (H. Dent); "Mainstreaming Ethnically and Linguistically Different Children--An Exercise in Paradox or a New Approach?" (E. De Avila); "Curriculum Building and Implementation in Mainstream Settings--Some Concepts and Propositions" (M. Dabney); "Teaching the American Indian Child in Mainstream Settings" (F. Pepper); "Mainstreaming Black Children" (J. Johnson); " Cultural Democracy and the Educational Needs of Mexican American Children (A. Castaneda); "Retarded Children Mainstreamed--Practices as They Affect Minority Group Children" (J. Gottieb, et al.); "The Decertification of Minority Group EMR (educable mentally retarded) Students in California--Student Achievement and Adjustment" (R. Yoshida, et al.); "Evaluating Mainstream Programs for Minority Children" (R. Jones); "Mainstreaming and the Minority Child--The Philadelphia Experience" (M. Young); and "Summary--Some Propositions" (R. Jones).

Kaplan-Sanoff, Margot.
The Issue of Mainstreaming: Its Efficacy in the Preschool.
Paper presented at the annual meeting of the American Psychological Association (87th, New York, N.Y., September 1-5, 1979).

Findings from a study comparing the effects of segregated versus mainstreamed preschool settings on handicapped and non-handicapped children strongly suggest that mainstreaming is the preferable alternative for all types of handicapped preschool children.

Karagianis, L.D.; Nesbit, W.C.
Special Education: A Changing Perspective for Educational Administrators.
Canadian Administrators, V19, N4, P1-6. January, 1980.

The transition from special schools and classes to the regular classroom will not be easy or inexpensive. A reorganization such as that envisaged requires effective educational administrators. The reorganization must be based on sound principles of special education as well as on a knowledge of administrative theory and practice.

Keefe, R.F. Dick, and Others.
Master Plan for Special Education--Why Its's Working.
Thrust for Educational Leadership, V9, N2, P10-12. November, 1979.

The author describes the California Master Plan for Special Education--its goals, philosophy, policy--and concludes that this plan is providing an improved delivery system by which the new federal and state requirements can better aid exceptional students.

Klein, Nancy K.
Least Restrictive Alternative: An Educational Analysis.
Education and Training of the Mentally Retarded; 13; 1; 102-14.
Feb., 1978.

Presented is an educational analysis of the term least restrictive alternative, with emphasis placed on a definition of the term, a framework for analyzing elements of the concept, and a set of guiding principles for planning and implementation of the concepts.

Kok, Marilyn, Ed.; and Others.
"Building Toward More Effective Vocational Training for Special Needs Students" Proceedings: Annual Statewide Conference on Vocational Special Needs (4th, College Station, Texas, March 31, April 1 and 2, 1980.)
Texas A and M University, College Station, College of Education (BBB05690). Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

These proceedings from a three-day Texas conference focus on the needs of handicapped students in vocational education. In the keynote speech, Marc Gold asks two questions: How do you distinguish those people who have special needs from those who don't--if you can distinguish; and, is it possible to think in terms of goals that need to be accomplished and differences between how people get to those goals, rather than thinking about people with special needs? Featured speaker Shirley Price discusses her life as a handicapped person and stresses the need to perceive people as themselves and not as their handicap; to break down stereotypes and prepare handicapped students for real employment in jobs that exist, not just create programs because they sound good.

Larson, Jane.
Out of the Regular Classroom But Still in The Mainstream.
Instructor; 87; 10; 99-100. May, 1978.

Describes the Knox School for Retarded Children and discusses the role of special schools in the process of mainstreaming.

Linton, Thomas E.; Juul, Kristen D.
Mainstreaming: Time for Reassessment.
Educational Leadership; V37, N5, P433-37. Feb, 1980.

Critically examines the mainstreaming movement in the United States and the assumptions behind the movement and compares it to the situation in Scandinavia. Broader social issues are discussed.

Lombana, Judy H.
Fostering Positive Attitudes Toward Handicapped Students: A Guidance Challenge.
School Counselor, V27, N3, P176-82. January, 1980.

A handicapped student's success in school is determined by attitudes displayed by that student's peers. Steps should be taken to alter negative attitudes. The school counselor can play a vital role in creating positive attitudes toward handicapped students by working with students in the classroom or in small groups.

Matuszek, Paula; Oakland, Thomas.
Factors Influencing Teachers' and Psychologists' Recommendations Regarding Special Class Placement.
Journal of School Psychology, V17, N2, P116-25. Summer, 1979.

This study investigated the recommendations for special services made by 76 teachers and 53 psychologists for children characterized through 106 case studies with reference to 16 variables. Results indicated that both groups consider IQ, test achievement, class achievement, and home-related anxiety important in making recommendations.

May, Barrie P.; and Others.
P.L. 94-142 and Vocational Education: Parallel, Picture, and Prophecy.
Journal of Career Education, V5, N1, P53-62. Sept., 1978.

Vocational education developed as a result of needs in the society and so had education for the handicapped. The authors discuss the provisions of Public Law 94-142 and present and planned services for handicapped students.

McLeod, John; and Others.
The Saskatoon Region Project: Provision of Educational Services to Children With Special Needs in Rural and Sparsely Populated Regions. Part I.
Saskatchewan University, Saskatoon Institute of Child Guidance and Development. (BBB12072). 1979.

This final report contains information on the school-based portion of the Saskatoon Region Project, a program designed to develop effective services for educationally handicapped children in rural areas around Saskatoon, Saskatchewan (Canada).

Merz, Carol.
Mainstreaming As A Natural Experience.
Educational Leadership; V37, N5, P438-40. Feb., 1980.

Two classes of first graders--one of handicapped children, the other of normal children--developed their own ways of learning about each other.

Mori, Allen A.
Mildly Handicapped Children in The Mainstream--Implications for The Health Educator.
Journal of School health, V51, N2, P119-22. February, 1981.

Handicapped children are more often being integrated into mainstream health education classes. Because of the disparate needs of these children, health educators will have to provide for a diverse group of learners. It is essential that health educators maximize learning. Criticism has been made of continuing to increase expenditures of funds to assist the economically disadvantaged and the handicapped. Past decades have seen discrimination against "Gifted" children due to a fear of creating an "Elite". Recent federal funding has begun to create special programs for gifted children.

Mowder, Barbara A.; and Others.
Parents' Views of The Individual Educational Programs for Their Children.
Reading Improvement, V17, N4, P295-99. Winter, 1980.

Shows that, for the most part, legislation mandating the development of individual educational programs (IEPS) for children receiving special services is effective, but that parents are less positive about some aspects of the IEPS than about others.

Murray, Judy.
Comments on the Least Restrictive Environment for Deaf-Blind Severe and Profoundly Handicapped Children.
Viewpoints in Teaching and Learning, V57, N1, P8-13. Winter, 1980.

The determination of what is considered to be the least restrictive environment for the deaf-blind severely handicapped child should not be based solely on the child's learning needs. The individual needs of each child should be the main but not the only consideration.

Education of Handicapped Adolescents.
OECD Observer, N94, P15-16. September, 1978.

The question is raised as to what educational strategies can best integrate handicapped adolescents into the mainstream of society and prepare them for the greatest possible independence in working life.

Patton, James M.; Braithwaite, Ronald L.
Public Law 94-142 and The Changing Status of Teacher Certification/ Recertification: A Survey of State Education Agencies. 1979.

Fifty state departments of education and the District of Columbia were surveyed in an effort to ascertain the impact of Public Law 94-142 on certifying and recertifying regular classroom teachers. Of the 48 states responding, 33 states and the District of Columbia (71 percent) reported that regular classroom teachers are not required to complete courses in special education to meet initial certification requirements. Additionally, 44 states (92 percent) do not require special education coursework for recertification of regular classroom teachers. Of the ten states requiring either courses or experiences with special education populations for certification, only two indicated that these requirements resulted from Public Law 94-142.

Perelman, Phyllis F.; and Others.
The Consulting Teacher Program: Ten Years Later.
Vermont University, Burlington, College of Education. 1978.

A program designed to train learning specialists called consulting teachers who, in turn, train classroom teachers to educate handicapped children in the regular classroom setting is described. Consulting teacher trainees are selected on the basis of teaching experience, leadership capability, academic promise, and commitment to special education. Graduate consulting teachers assist and train SSR classroom teachers to deal with children who are mildly to moderately handicapped.

Pocklington, Keith.
Integration-A Lesson From America.
Special Education: Forward Trends, V7, N3, P22-25. September, 1980.

The author, a research officer at the National Foundation for Educational Research investigating provisions for children with special needs in regular schools, discusses contrasts in special education practice between England and the United States.

Rebore, Ronald W.
Faculty Leadership in Implementing Public Law 94-142.
Education, V100, N4, P395-97. Summer, 1980.

Discussing faculty role in planning and implementing P.L. 94-142, this article presents a model for maximizing faculty leadership by becoming familiar with the Law's provisions and school district policies and procedures and by establishing a committee composed of all concerned (principal, parents, teachers, support staff) to plan and evaluate the implementation process.

Reid, Barbara A.
Implementing the Learning Process for Changing Student Population.

Paper presented at the league for innovation in the community college conference, "Focus on Learning" (Newport Beach, CA, March 1978).

Current attention to the inclusion of handicapped persons, both the physically impaired and the adult learning disabled, into the total college structure provides an overdue focus on the services necessary to allow equal participation in the college experience. Although this participation, mandated by law, is expensive, it is in keeping with the stated mission of the community college and is made less costly by the government monies that enrollment of handicapped students brings. Handicapped students must be able to get to campus, move about on campus, enroll and participate in special and regular classes, and derive career and/or life enrichment advantages from the educational program.

Rocha, Ramón M.; Gregory, George P.
The Resource Room: Delivery Systems for Mainstreaming in Elementary Social Studies.
Social Education, V43, N1, P63-64. January, 1979.

Outlines the responsibilities of the resource room teacher as support person and diagnostician. Provides the individual education plan (IEP) chart legally required for children receiving special education services.

Roubinek, Darrell; Cheek, Claude W.
Instructional Implications of Least-Restrictive Environments for All Children.
Humanist Educator, V17, N2, P54-63. December, 1978.

Darrell Roubinek outlines the unique concerns that public and private school teachers and administrators, as well as teacher training institutions, may encounter as they implement P.L. 94-142. Claude Cheek replies that various safeguards and evaluation procedures are the means by which the child's educational opportunities will be protected.

Rupley, William H.; Blair, Timothy R.
ERIC/RCS: Mainstreaming and Reading Instruction.
Reading Teacher, V32, N6, P765-65. March, 1979.

Discusses documents found in the ERIC system that deal specifically with research, curriculum guides, and model programs related to reading instruction and mainstreaming.

Safford, Philip L.
Mental Health Counseling Dimensions of Special Education Programs.
Journal of School Health, V48, N9, P541-43. November, 1978.

The interruption in the pattern of segregating "regular" and handicapped students will have profound implications for the mental health of the children identified as handicapped as well as the 90 percent not considered handicapped.

Sapon Shevin, Mara.
Mainstreaming: Implementing The Spirit of The Law.
Journal of Negro Education, V48, N3, P364-81. Summer, 1979.

Traces the direction which the mainstreaming movement has taken to date, analyzes models for organizing schools to best meet the needs of all children, discusses ways for facilitating appropriate changes, and describes the interrelationship between the mainstreaming movement and the desegregation and multicultural education movements.

Shiman, David, Ed.; and Others.
FAPE (Free Appropriate Public Education. University of Vermont Summer Institute (Burlington, Vermont, July 18-22, 1978).
Vermont University, Burlington.

This document contains the proceedings from the University of Vermont's 1978 Summer Institute on Special Education and Public Law 94-142. In addition to containing the welcoming address, presentations concerning interpreting the mainstreaming law, on perspectives from the Bureau for The Handicapped, on the need for due process for handicapped children, on the role and responsibility of the parents of handicapped children, on the educational needs of classroom teachers who are required to implement the federal mandate, and on the weaknesses of standardized testing when applied in the context of PL 94-142 are included.

Silliman, Ben; Alexander, David.
Legal and Ethical Considerations of School Placement for Exceptional Children.
Paper presented at the annual career, counseling and vocational education conference on placement (5th, Blacksburg, VA, February 7, 1976).

A proposed model for the process of placement of exceptional (handicapped and gifted) children is described in terms of historical, ethical, procedural, and legal aspects. It is noted that historically IQ scores served as the main placement criterion. Stressed in the proposed model is the right of all children to an appropirate education and the right of due process for all involved persons. Described are the roles of screening, evaluation, assessment, placement, and follow-up in the process model. Reviewed are results of court cases (such as Mills v. Board of Education of District of Columbia) and due process requirements of Public Law 93-380. Outlined are the ethical and legal requirements of the due process procedure in terms of prior notice, the due process hearing, the hearing procedures, and the decision.

Smergut, Peter.
Making P.L. 94-142 Work in The Intermediate School.
NASSP Bulletin, V64, N436, P106-109. May, 1980.

P.L. 94-142 presents unique problems to schools with special education programs. This article offers suggestions for implementing the Act's objectives of individualized instruction, least restrictive environment, and equal protection for handicapped children.

Solomon, Edward.
Promising A Rose Garden.
Time Educational Supplement (London); 3275; 16-17. April 7, 1978.

Can Britain and America learn from each other's experience? The author, a former school principal in New York City, offers some thoughts on a recent visit to England, Ireland and Scotland. He examined the school environment and the handicapped student and how the two blended or were separated.

R and D Speaks: Special Education. Conference Proceedings, September 20-12, 1979.
Southwest Educational Development Lab, Austin, Texas. (BBB00950).

Five papers from a 1979 conference designed to bring practitioners' results of current research and development in special education are presented. The first paper describes the importance of the prepared environment for mainstreaming handicapped children and reviews four areas of consideration: orientation, adaptation, boundaries, and design of specific activities. Communicating with parents of handicapped children is the focus of the second paper which addresses attitudes, feelings, and ways to involve parents. Developing, implementing, and transferring individualized education programs to classrooms are discussed in the third paper, while the fourth emphasizes the importance of the nature of communication between adult and child. A final paper considers prevention and intervention techniques for handling behavior problems with children.

Sullivan, James A.
Who Are The Special Needs Students and How Can Special Education And Industrial Teacher Education Work Together and Help Them.
Journal of Industrial Teacher Education; 15; 2; 42-9. Winter, 1978.

Discusses special needs learners in terms of who they are, how they can be identifed, and how special education and industrial education teachers can cooperate to help serve their career development needs.

Thompson, Jeanne A.
So You Have A Hearing Impaired Student in Your Vocational Education Classroom. (A Prototypic Resource Unit).
Kent State University, Ohio. College of Education. (BBB07545).
This resource unit is a prototype for others that can be developed as a team effort by vocational and special educators concerned with mainstreaming hearing impaired youth into regular vocational education programs. Although focusing on a specific vocational area (food service), the unit's step-by-step design can be applied to other vocational areas.

Thompson, Ray H.
A Project to Provide Regular Education Preservice to Facilitate Education of The Handicapped in The Least Restrictive Environment.

Paper presented at the Midwest Dean's Grant Conference (Kansas City, MO, December 11-12, 1980).

A project designed to insure that all teachers who receive their undergraduate training at the University of South Dakota are prepared to deal with handicapped children is described. It was realized at the inception of the project that the following major obstacles would have to be faced: (1) a resistance to change on the part of the faculty; (2) a lack of commitment from those in charge of the training of regular educators; and (3) negative attitudes toward special students and special education in general.

Thornton, L. Jay, Ed.
Directory of Resources for Vocational Teachers of Special Needs Individuals.
Pennsylvania State Department of Education, Harrisburg. Bureau of Vocational and Technical Education. (BBB12921). Pennsylvania State University, University Park, College of Education. (SYN71850). 1980.

Resources pertaining to the vocational education of handicapped students are contained in this directory. The directory is divided into three sections, according to the location of materials: 1) materials and instructional aids on file in the division of occupational and vocational studies, Pennsylvania State University, 2) information, materials available at Pattee Library, Pennsylvania State University, and 3) documents available from the ERIC System.

Thurman, Richard L.
Mainstreaming: A Concept General Educators Should Embrace.
Educational Forum, V44, N3, P285-93. March, 1980.

The author attempts to dispel some traditional myths and makes some suggestions for all educators to contemplate concerning mainstreaming. He examines the evolution of the special education concept, objections to mainstreaming, and strategies to aid the mainstreaming process--for instance, parent involvement and needs assessment.

Tuckwell, Patience; Beresford, Peter.
An End To Isolation.
Times Educational Supplement (London); 3275; 15. April 7, 1978.

The Warnock Committee has just signed the long-awaited report on Special Education. The focus here is on the most controversial issue in the report: whether children defined as being in need of special education should be integrated into ordinary schools. Examines the success of one authority in pioneering special classes in ordinary schools.

Latest in Dealing With Handicapped Pupils.
U.S. News and World Report; 84; 8; 49-50. February 27, 1978.

A new wave of youngsters--those with disabilities of all kinds-- is heading for America's public schools. But the assimilation process will take time and lots of money.

Voeltz, Luanna; and Others.
A Needs Assessment of Special Education Inservice Training Priorities for Teachers.
Educational Perspectives, V18, N4, P12-17. December, 1979.

The University of Hawaii and the State Department of Education have already identified a service delivery model, called Ho'okoho, to meet the personnel training requirement of P.L. 94-142. This article reports results of the programs' first survey to assess inservice training priorities of both regular and special educators.

Walberg, Franette Adair.
Removing Restrictions From The Least Restrictive Environment.
Thrust for Educational Leadership, V9, N2, P6-8. November, 1979.

The author suggests ways to teach "campus survival skills" to handicapped students and suggests techniques for successfully integrating these students into the mainstream of campus life.

Wheaton, Peter J.; Vandergriff, Arvil F.
The Counselor's Role in Individualized Education Program (IEP) Development.
Paper presented at the Conference of the Florida Personnel and Guidance Association (29th, Orlando, Florida, November 16-18, 1978); some pages will not reproduce well.

Training techniques available for school counselors which can be utilized in working with regular classroom teachers, special education teachers, placement committee staffings and in the liaison role currently emerging are described. The materials presented address the following areas of concern: 1) recent trends in special education programming, such as the requirements of Public Law 94-142, which have contributed to a changing counselor role; 2) the challenge of the individualized education program (IEP), which details the unique needs of the handicapped child and is accentuated by the requirement that a group of people develop, implement as well as monitor the program; 3) strategies for effective group problem solving which appear to be the responsibility of the school counselor; and 4) the potential for the counselor's skillfulness in human relations to have a positive effect on a staffing committee's group decision regarding IEP's. The appendices contain the inserts which provide the model and forms for use in the developing IEP's.

G. DISSEMINATION AND BIBLIOGRAPHIES

Mission: Possible.
Arizona State University, Tempe. 1969.

The following exceptionalities are described: emotional disturbance, social maladjustment, mental retardation, learning disabilities, bilingualism, physical handicaps, visual impairment, disadvantagement, and giftedness. For each exceptionality, a bibliography is given and teaching methods are suggested; further information is included for some exceptionalities. Sources of materials and Arizona agencies and referral services for the handicapped child are listed; professional expressions and terminology are defined; bibliographies are included of general materials, films, and periodicals. In addition, information is provided on the workshop itself.

Azzouz, Azzedine; and Others.
Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 7, No. 1, 1973.
Agence Tunisienne de Public Relations, Tunis (Tunisia).

English language annotations of newspapers and government publications covering educational materials of interest to North Africans to (1) raise the consciousness of their Islamic and Arabic heritages (Arabization) and (2) to adapt education to the problems of the multilingual population are included in this bibliography. Citations are categorized by country. Topics include the philosophy and theory of education, educational organization, adult education, teacher training, teaching aids, special education, and arabization and bilingualism. A special section emphasizes the educational crisis in Morocco. A list of sources and authors concludes the bibliography.

Fact Sheets From The ERIC Clearinghouse on Handicapped and Gifted Children: 1979 Series.
Council for Exceptional Children, Reston, VA.

A series of 20 fact sheets is provided giving basic information on specific subjects of interest to those working with handicapped and gifted children. The fact sheets, developed by the ERIC (Educational Resources Information Center) Clearinghouse on Handicapped and Gifted Children during fiscal year 1979, are designed in question/answer format and have resource references. Following are the topics of the fact sheets: career education, how a parent group can effect legislation for the gifted and talented, the special education job market, federal resources for special education, assessment of minority students, cultural values and motivation, educational rights of American Indian and Alaska native handicapped children, special problems of handicapped minority students, multicultural education and the exceptional child, self identity and the culturally diverse child, affirmative action for the handicapped, reaching handicapped children in their early

years, the argument for early intervention, the IEP (Individualized Educational Plan) review, parents' rights and responsibilities, privacy and confidentiality, adjudicated handicapped youth, responsibilities of regular classroom teachers for handicapped students, higher education for handicapped students, and bilingual education for exceptional children.

Deignan, Margaret C.; Ryan, Kathleen E.
Annotated Bibliography of Bilingual Teaching Materials Applicable to The Special Learning Needs of Spanish-Dominant Special Education Pupils.
New England Teacher Corps Network, Portsmouth, N.H. 1979.

The bibliography lists information on materials for bilingual special education for Spanish dominant exceptional children. Materials are organized according to principal thrust into areas: motor development, visual perceptual development, auditory perceptual development, language development, conceptual development, mathematics, social awareness, language arts, health and science, and early childhood.

Dugnan, Margaret C., and Ryan, Kathleen E.
Annotated Bibliography of Bilingual Teaching Materials Applicable to The Special Learning Needs of Spanish - Dominant Special Education Pupils.
Illinois Resource Center for Exceptional Bilingual Children, 1979.

Dissemination Networks: Information Resources for Education.
Far West Lab for Educational Research and Development, San Francisco, California, 1978.

Descriptive information is provided on 22 networks sponsored either by the national institute of education (NIE) or the U.S. Office of Education (USDE) for the dissemination of educational information. The directory is arranged alphabetically by network title, followed by it acronym, sponsoring bureau or office, major functions, network members target audience, description, available publications, support contractors, date established, and central contact person. The appendixes includes a state locator chart showing which network components now function in each state and address lists for key participants in many of the networks. This directory serves as a reference tool for individuals and agencies involved in education dissemination activities.

Herrera, Diane, Ed.
Puerto Ricans and Other Minority Groups in The Continental United States: An Annotated Bibliography.
Blaine Ethridge Books, 13977 Penrod Street, Detroit, Michigan 48223. (ISBN 0-87917-087-0). 1979.

This partially annotated bibliography contains 2,155 entries with historical, economic, sociological, and anthropological relevance to the experience of Puerto Rican and other minority children in the U. S. educational system. The first section is a bibliography of bibliographies on the topic. The second part covers the following subjects in relation to the bilingual child: (1) socioeconomic and socio-

cultural characteristics; (2) the question of intelligence; (3) cognitive development; (4) measures of self-concept and socialization; (5) language competence; (6) scholastic achievement; (7) special educational programs and efforts; (8) educational materials for teachers; and (9) teacher and counselor attitudes, recruitment, and training. The third section includes general works about the Puerto Rican experience on the mainland.

Magisos, Joel H., Comp.; Stakelon, Anne E., Comp.
Special Needs Populations: Annotated Bibliographies on Bilingual, Correctional, Migrant, and Handicapped Populations With Unique Vocational Education Needs.
Ohio State University, Columbus, Center for Vocational Education, October, 1975.

This annotatd bibliography is designed to assist applicants seeking support for research under part C of the Vocational Education Act of 1963. It provides access to documents, journal articles, and current projects related to vocational education for special needs populations. The report literature and journal articles cited were found in a computer-assisted search of Resources in Education (RIE), Abstracts of Instructional and Research Materials (AIM/ARM), and Current Index to Journals in Education (CIJE). The citations cover information most relevant to the special vocational education needs of bilingual, correctional, migrant, and handicapped individuals. Each entry is abstracted, and all documents listed are available from the ERIC Document Reproduction Service on microfiche.

Malkoc, Anna Maria; Roberts, A. Hood.
NCTE/ERIC Summaries and Sources: Bilingual Education: A Special Report From CAL/ERIC.
ENGL. J.; 59; 5; 721-29; 735. May, 1970.

A report by the Educational Resources Information Center at the Center for Applied Linguistics; ERIC abstracts of documents pertinent to this topic are included.

Resources for Schools: 1. A catalog of Publications From The Massachusetts Department of Education.
Massachusetts State Department of Education, Boston, 1979.

Resources listed in this annotated guide to state educational publications are entered alphabetically under the following topical headings: adult education, bilingual education, board of education, educational information, equal educational opportunity, Massachusetts Dissemination Project, Massachusetts Educational Television, nutrition education, occupational education, research and assessment, right to read, school building assistance, school district reorganization and collaboration, school finance, school management services, special education, student services, and teacher certification.

Dissertations and Data-Based Journal Articles on Bilingual Education. California State University, Los Angeles, National Dissemination and Assessment Center. 1977.

This bibliography of titles relating to bilingual education is divided into two sections. Section one lists dissertations from 1971 to 1976 dealing with bilingual education and such topics as attitudes toward bilingual education; curriculum development; guidance and counseling; language, literature, and linguistics; mass communications; minorities; preschool, elementary, and secondary education; special education; and social sciences. Section two lists journal articles from 1971 to 1976 dealing with Bilingual Education and comparative analysis, cross-cultural studies, educational diagnosis, educational experiments, experimental psychology, followup studies, language research, program evaluation, psychological studies, reading research, research methodology, tables, and test interpretation. Items listed in section one can be found in dissertation abstracts international; items in section two are annotated in current index to journals in education.

Noriega, David E.; Landurand, Patricia, Project Director. Directory of Bilingual Special Education Resources in Masschusetts, 1979. Massachusetts State Department of Education, Boston. Bureau of Special Education.

This directory lists non-public school resources available to local education agencies and other agencies in Massachusetts that provide services to language minority children with special needs. The listings were obtained through questionnaires distributed to organizations such as private schools, hospitals, social service agencies, health centers and other community agencies. The listings are organized by language. Within the 28 language sections, resources are listed by region and town. Agency or individual names, addresses, services, and programs are provided. Also included are lists of local education agencies with transitional bilingual education programs and state department of education regional education centers.

International Year of Disabled Persons Information Kit. United Nations International Children's Education Foundation (UNICEF), United Nations, New York, N.Y.

Includes general resources for childhood disability, a bibliography of childrens books dealing with disabilities, audiovisual resources on disability, etc.